DOCUMENT RESUME

ED 025 687 AC 003 026

By-Brewer, Donald D.; Blair, Carol Ann

In-Service Training for Probation, Parole and Correctional Personnel.

Georgia Univ., Athens. Inst. of Government.

Pub Date Feb 68

Note-128p.

EDRS Price MF-$0.75 HC-$6.55

Descriptors-*Corrective Institutions, Educational Needs, Individual Characteristics, *Inservice Education, *Parole Officers, *Probation Officers, Program Administration, Program Content, *Program Proposals, State Programs

Identifiers-*Georgia

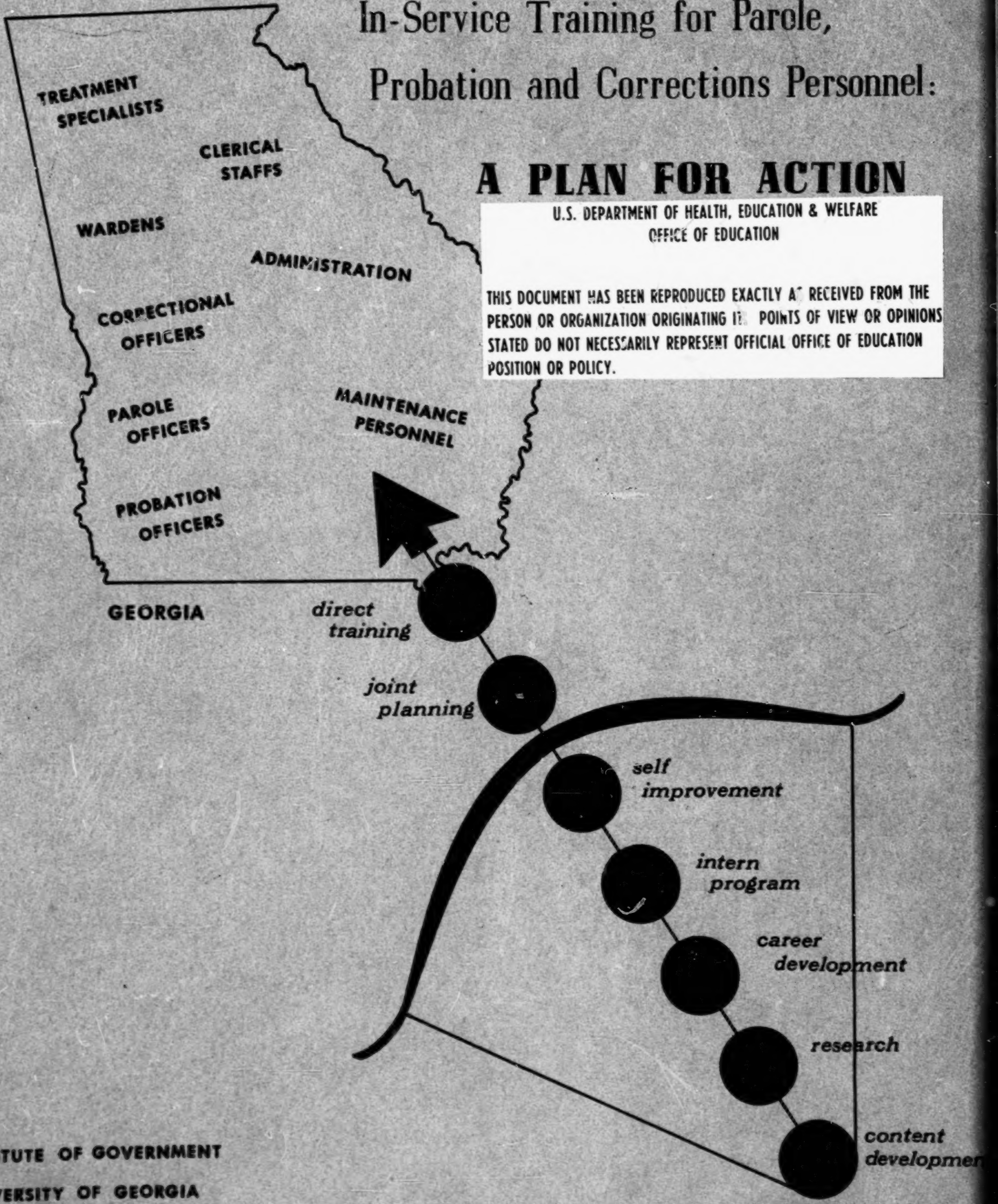
A summary profile of employees in the Georgia correctional system revealed an average age of 46, a mean salary of $5,135, relatively brief service (averaging 4.5 years), under half with related work experience, an average of 11 years of school, heavy work loads, limited opportunities for advancement, and heavy concentrations of personnel in metropolitan centers. Current provisions (1966-67) for the training of correctional, probation, and parole personnel were highly inadequate. Accordingly, a systematic plan of education has been proposed for meeting the technical on-the-job training needs of such personnel, and providing them with skills and conceptual knowledge, through training institutes and formal higher education. It is also proposed that the extensive university, governmental, and other training resources of the state be mobilized for the benefit of these persons. Phases of program implementation and coordination are expected to include content and instructional methods development, direct training, employee self-improvement, improved salaries and advancement opportunities, an intern program, research and evaluation, joint planning, and several categories of training project personnel. (The document includes 13 tables and figures, and detailed conclusions and recommendations.) (ly)

In-Service Training for Parole, Probation and Corrections Personnel:

A PLAN FOR ACTION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



INSTITUTE OF GOVERNMENT
UNIVERSITY OF GEORGIA

JANUARY, 1968

IN-SERVICE TRAINING FOR PROBATION, PAROLE AND CORRECTIONAL PERSONNEL

A PLAN FOR ACTION

Institute of Government
University of Georgia
Athens, Georgia
February, 1968

Donald D. Brewer
Carol Ann Blair

Financed by
The Office of Law Enforcement Assistance
United States Department of Justice

FOREWORD

This study is the result of a six month evaluation of the personnel training needs of the Georgia State Departments of Probation, Parole and Corrections. It was conducted by the Institute of Government of the University of Georgia and funded through a grant from the United States Department of Justice, Office of Law Enforcement Assistance.

The findings and conclusions are based on a demographic study of the personnel of the three departments, close coordination and consultation with state officials, review of pertinent literature in the field, and the observation of training programs in operation.

In the early stages of the study it became obvious that the State was faced with a manpower crisis. This was particularly apparent in the Department of Corrections. Not only were immediate and urgent needs revealed, but it soon became evident that a statewide, long range comprehensive program was required. A plan for action is proposed, therefore, which is designed to recognize both of these factors.

The project staff included Miss Carol Blair, Assistant Project Director, and Mr. Foy Horne, Research Assistant. Mrs. Betty Queen, Staff Development Specialist, Department of Public Welfare, District of Columbia, served as Special Consultant and is responsible for the Systematic Educational Plan as set forth in Chapter 3.

Acknowledgement is made to Dr. Morris W. H. Collins, Jr., Director of the Institute of Government, Mr. Richard A. Chappell, and other Institute staff for their advice and guidance.

Special acknowledgement is made to Mr. Ed Kendrick, Director, State Department of Probation; Mr. Asa Kelly, Director, Mr. Eugene Walters, Associate Director, and Mr. Zell Miller, Personnel Officer, State Department of Corrections; and Mr. E. J. Calhoun, Jr., Director, State Parole Department, for their cooperation, encouragement and assistance.

The State Departments concerned have already utilized the findings of the demographic study in their budget justifications to the Governor and the Legislature. In addition to a request for increases in salary levels, it is encouraging to note that the Corrections Department is beginning to examine individual job functions as a first step in developing a more realistic career ladder.

It is hoped that The Plan for Action proposed for statewide, comprehensive personnel training will be of vital assistance to the State in further advancement toward a modern correctional program. While this plan is designed specifically for the State of Georgia, it is believed that the concepts presented herein are applicable to most state systems.

Donald D. Brewer
Project Director

TABLE OF CONTENTS

Page

FOREWORD ii

CHAPTER I Georgia's Manpower Crises in Perspective 1
- The Target 1
- The Georgia System 4
- Department of Corrections 5
- Parole Department 8
- Probation Department 9
- Personnel Training 9
- Conclusion 11

CHAPTER II Georgia's Probation, Parole and Correction Personnel - A Demographic Study 12
- Basis for Action 12
- Demographic Factors 12
- Summary Profile 13
- Methodology 15
- Findings 18
- Conclusion 30

CHAPTER III A Systematic Plan of Education 32
- Training Education 32
- Vocational Focus 33
- Custodial Personnel 35
- Probation and Parole Officers 44
- Application 52

CHAPTER IV Statewide Training Resources: Areas of Immediate and Potential Applicability to Corrections 56
- Utilization of Total Resources 56
- State Department of Education 59
- Vocational Education 59
- Adult Education Program 64
- Division of Vocational Rehabilitation 67
- State Department of Labor 69
- State Merit System of Personnel Administration, Training Division 72
- University System of Georgia 74
- University of Georgia 75
- Georgia Center for Continuing Education 77
- Institute of Community and Area Development 81
- Institute of Government 82
- Private Colleges 86
- Other Sources 87

TABLE OF CONTENTS (Cont'd)

Page

Atlanta Federal Penitentiary. 87
Georgia Citizens Committee of the National Council on Crime and Delinquency 88
Atlanta Regional Office, Federal Bureau of Prisons. 88
Summary 89

CHAPTER V A Plan for Action

The Approach 90
Evolution of the Plan - Conclusions and Recommendations. 91
Objectives of the Plan for Action. 98
The Plan for Action. 100
Phases of the Plan 101
Content and Institutional Methods Development 101
Direct Training 103
Self-Improvement Program. 107
Career Development 109
Intern Program 110
Evaluation and Research 111
Coordination and Joint Planning 115
Personnel. 115
Conclusion 115

INDEX OF TABLES AND FIGURES

		Page
Figure 1.	Organizational Chart, by Function - Georgia Correctional System.	17
Figure 2.	Correctional Custodial Personnel by Numbers Employed and by Category of Personnel	26
Figure 3.	Statewide Distribution of Personnel Georgia Departments of Parole, Probations and Corrections	29
Table 1.	Summary, Corrections Custodial Personnel . . .	35
Figure 4.	Duties, Skills and Knowledge, Custodial Personnel.	39
Table 2.	Summary, Probation Officers	44
Table 3.	Summary, Parole Officers	45
Figure 5.	Duties, Skills, and Knowledge - Parole and Probation Officers	47
Figure 6.	Training for Probation and Parole Personnel. .	53
Figure 7.	Statewide Resources for Training: By Applicability, Type, and Source	57
Figure 8.	Phases of Program Implementation and Coordination	102
Figure 9.	Training Project Personnel	116
Figure 10.	Organizational Chart: Project-Departmental Relationship	117

CHAPTER I
GEORGIA'S MANPOWER CRISIS IN PERSPECTIVE

The Target

If it is accepted that correctional treatment falls within the field of human services, then, regardless of the approach or the methods proposed, the fundamental element - the unvariable factor is - PEOPLE. In any program directed toward the preservation of human resources, however, there are two variables: the target group - the people to be served and the instrument group - the people providing the service. This report deals with the "instrument" group. It is based on the assumption that unless this factor can be perfected, correctional treatment will not be able to maintain its professed status in the field. Furthermore, without this perfection can it justify its pretention of promoting the general welfare and protection of our democratic society through the rehabilitation of those citizens who have been adjudicated as offenders against that society.

The crisis in manpower needs in the field of corrections has long been discussed and predicted. In 1951, Austin McCormick predicted that "the future of correctional work in America depends on the provision for all institutions, agencies, and services of personnel adequate in numbers and adequate in quality. Personnel on every level from top to bottom of the correctional system or service must meet high standards of native ability, training, experience, personality, and character. They must be assured good working conditions, adequate pay, reasonable working hours, annual and sick leaves, and retirement provisions. Above all, they must be given security of tenure and complete freedom from political control or interference.[1]

Recent national interest and concern was reflected in the Arden House Conference on Manpower and Training for Corrections in 1964.[2] Out of this grew the proposal for the establishment of a joint commission on correctional manpower and training which was subsequently funded under the "Correctional Rehabilitation Act" of 1965. The task force report on "Corrections" of the President's Commission on Law Enforcement and Administration of Justice, published in 1967, emphasizes the seriousness and extent of the problem. It points out that "in corrections the main ingredient for changing people is other people -- there are gaps in the quantity, and even more significantly, in the quality of available manpower."[3]

At present, the corrections field can be described as an "adaptive society" in which change, whether related to policy, personnel, or scientific innovation is the predominant characteristic. Valuable reforms have been introduced into corrections in continuing response to the 1870 declaration of the American Prison Association, "reformation not vindictive suffering should be the purpose of penal treatment."[4] Rehabilitation, diagnosis, classification, probation and parole are legacies of humane reactions to inhuman prison conditions.

---

[1] Austin MacCormick, The Future of Correctional Work in America, Contemporary Corrections, ed. by Paul W. Tappan, McGraw-Hill Book Co., Inc., N.Y., 1951.

[2] Charles S. Prigmore, Manpower and Training for Corrections, Proceedings of an Arden House Conference, Council on Social Work Education, N.Y., 1964.

[3] The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Corrections, U.S. Govt. Printing Office, Washington, D. C., 1967.

[4] Ibid., p. 3.

During the earliest developmental phases of the rehabilitation-based correctional system, both job requirements and manpower sources were relatively static. An employee entered the system with little expectations of leaving the job or the geographical area. His duties were often simple and rigidly prescribed with little professional interaction between his position and others.

The transition from punishment-oriented to rehabilitation-oriented systems is being achieved to varying degrees of success and at various rates. Personnel changes have been more drastic. The mobility characteristic of present American society means that individuals might move from one area to another and from job to job almost at will. Thus, the composition of correctional personnel is constantly changing. New members of the work force were once able to learn their skills through on-the-job training. Correctional personnel must now have the mental ability and educational background that will make it possible for them to transfer knowledge to new situations and to acquire new knowledge when the need presents itself. As the field of corrections and the manpower staffing correctional programs become more variable, training needs are also changing.

Advancements in human knowledge and understanding and the gradual realization that punishment and incarceration will not solve the crime problem have again led to a critical look at our correctional system. Heartening signs of change are reflected in the impetus of community based programs, demonstrations of more modern treatment methods, and a realignment of resources. However, systems desiring change and adaptation of new techniques are blocked on all sides by the inadequacy of the basic tool, people, to do the job.

Low salaries, long hours, heavy work loads, and poorly trained staffs still characterize the corrections scene. These factors mitigate against recruitment of trained, motivated personnel, while at the same time preserving the status quo of the old line employee who has not been motivated toward change or offered any incentives toward self improvement or career advancement. For many systems, a three-pronged, simultaneous attack is the only answer. This attack must recognize the need for the modernization of administrative structures so that they will reflect progressive personnel practices, training and retraining of available personnel, and, through collaboration with institutions of higher education, the recruitment of new personnel equipped to carry forward today's goals. The present study relates primarily to only one phase of the attack: in-service, on-the-job training. It is recognized, however, that to be effective this phase must be closely integrated with the other two phases of the attack.

The Georgia System[5]

The State of Georgia, like most states, has gone through many crises from the scandals of the "chain gang" to the current cry for reform in its institutional programs and parole procedures. With each crises has come some improvement. While the state has made rapid strides in the past decade in its educational system, mental health programs, and other fields of human services, the correctional system has not kept pace. Public scandals have not helped the image of the system.

---

[5] Prison Industries Reorganization Administration, The Prison Labor Problem in Georgia, Nov., 1937.

In spite of this, however, some progress has been made. The correctional programs are increasingly using resources available in other state departments to enrich treatment programs. This is particularly noted in cooperative programs with Vocational Rehabilitation, Manpower Training, and Education. As good as these programs are, however, they cannot be effective if the basic structures of the departments do not make provisions for the recruitment, training, and retention of personnel.

Corrections in Georgia is operated through three separate departments: Corrections (institutional care), Parole and Probation. Each department is operated through an administrative board, although the Board of Pardons and Parole also serves as the Probation Board. The Departments of Parole and Probation, however, operate as two separate and otherwise independent departments. Each has its own administrators, regulations, policies and regional office.

Department of Corrections

Penology in Georgia can be separated into three distinct periods. During the early period, which preceded the Civil War, most minor crimes were handled through the discipline of slavery. There were very few felony prisoners, all of whom were confined at the prison farm at Milledgeville. Local jails cared for misdemeanant prisoners and persons awaiting trial.

The second period lasted through the Reconstruction and into the early part of the twentieth century. During the War, most of the white penitentiary prisoners had been released to join the Confederate Army. However, military authorities found during the Reconstruction period that they could not cope with the large and rapidly increasing number of offenders in the county jails and in the state prison farm. As a result, the practice of releasing state prisoners to private contractors was adopted. This relieved the state of their care and brought revenue into the treasury, which by 1900, amounted to one million dollars annually.

The third period of development of Georgia's penal system began with the creation, in 1897, of a prison commission consisting of three men who were to serve six year, overlapping terms and to be elected in the general election. The commission eventually exercised control over both felons and misdemeanants, resulting in a wide distribution of convicts throughout the state in county camps and state highway camps which had been authorized. In the meantime, the practice of leasing prisoners to private contractors led to such flagrant abuses that public opinion was aroused leading to the end of the practice by the legislature in 1908. Eventually, each county was allowed to receive felony convicts for work on public roads under state supervision.

By 1930, as the counties had begun to use fewer convicts, it became necessary for the state to make additional provisions for the prisoners. The General Assembly in 1931, authorized the purchase of 7, 500 acres of land in Tattnal County. At this time, a stockade was erected on the site. Adjacent to it, the federal government constructed a penal institution from WPA funds which Georgia arranged to take over on July 1, 1937. This institution, which is still in operation, has a capacity for 2, 000 prisoners and serves as the only state penitentiary -type institution.

In 1943, after a series of investigations revealed widespread abuses at this institution, a state Department of Corrections was established. This action was confirmed by a constitutional amendment in 1945. The Board was given authority to establish separate prison branches and other institutions. Counties were authorized to establish public work camps for the care and detention of prisoners assigned to them by the Board. Such camps were made subject to the supervision and control of the state board which was given responsibility for the rules and regulations governing their administration.

Basically, this system is in operation today. It is now composed of three major institutions, Georgia State Prison (Reidsville), Georgia Industrial Institute (Alto), and Georgia Training and Development Center (Buford). The latter two are designed primarily for youthful offenders. There are fourteen prison branches and seventy-four public work camps. A classification and diagnostic center is now under construction and six new institutions are proposed in current budget requests - an institution for first offenders, a work relief center, a maximum security institution, a prison hospital, an older youth training center, and an institution for women. As of August 31, 1967, at the time of the demographic study, there were 4,925 offenders confined in the seventeen state prisons. Personnel on active duty in these institutions totalled 709. These figures do not include women prisoners or personnel in women's facilities. Women prisoners are confined in the Women's Prison which is located adjacent to the state mental hospital and staffed with personnel provided by the State Department of Health. The figures for personnel and prisoners also do not include offenders in the county work camps under state supervision.

Of the 709 personnel referred to above, 26 were administrators and 29 were wardens and deputy wardens. Custodial officers accounted for 489, maintenance and supportive personnel, 115, and 50 were classified as treatment personnel. Included in the treatment personnel were 8 correctional counselors, 3 recreational supervisors, 17 chaplains, 15 physicians, 4 dentists, 2 lab technicians and 1 teacher. A high percentage of the treatment personnel were employed on a part-time basis. It must be pointed out, however, that educational programs for prisoners are operated and staffed primarily by the State Department of Education, the Division of Vocational Rehabilitation, and the State Department of Labor.

Parole Department

It was not until 1943 that an act to amend the 1877 Constitution of Georgia was passed to establish a parole system for the state. This act and the subsequent Constitutional Amendment of 1945 established the State Board of Pardons and Parole incorporating all of the former powers of the Governor in reprieve and clemency matters. These provisions, which are still in effect, place all power in these matters with the Board excluding the power of the Governor to issue a stay of execution pending action of the Board in a capital penalty. All other powers, including the power to pardon, parole, commute or remit any sentence, rest with the Board.

There are twenty field offices throughout the state. These offices vary in size from one to fourteen officers with a total of 47 field officers and seven administrative personnel making a total complement of 54. About fifty percent of the officers are assigned to pre-parole investigation. Two of the officers are stationed in institutions. Personnel are under the state merit system with entrance salaries for field officers beginning at $5,784 and ranging up to $7,752. As of September, 1967, there were 1,979 parolees under supervision making an average caseload of about ninety-five per officer.

Probation Department

The Probation Department was created by an act of the legislature in 1956. The State Board of Pardons and Parole serves ex officio as the State Board of Probation. Circuits operating a probation system at the time of enactment were excluded from the act. Currently, there are seven independent systems in operation throughout the state. Each judicial circuit maintains an office with at least one officer assigned. Personnel are appointed by the Board of Probation upon the recommendations of the Circuit Judge or Judges. They have all the personnel benefits of the state merit system but serve at the discretion of the Judge.

As of October 1, 1967, there were 91 personnel operating the Department, with eight assigned to the state office. At that time, there were 9,878 parolees under supervision making an average caseload of 118. In addition to supervision, probation officers are responsible for pre-sentence reports and other duties assigned by the courts.

Personnel Training

The Corrections Department has one training officer in the state office and is developing training officer positions in its larger institutions. Periodically, a one-week training session is held at the Police Academy in Atlanta for Correctional Officers I selected for potential promotion to Custodial Officer II. So far, formal training programs have been primarily limited to custodial personnel. The resources of the department have not permitted training for other personnel on a consistent department-wide basis. The training program is further complicated by the high rate of turnover and the lack of promotional opportunities as shown in the Demographic Study. Provisions for these administrative barriers to training are reflected in the proposed plan for action as set forth in the final chapter of this study.

Until recently the Probation and Parole Department have had no formal training programs. There are no training positions provided for in either department. However, in the latter part of 1966, at the request of the Probation Department, a series of workshops was sponsored by the Institute of Government at the University of Georgia financed through Title I of the Higher Education Act. The State Department provided funds for travel and subsistence and required all personnel to attend one workshop a year. By April, 1968, the second series for Probation Officers will be completed. In 1967, the Parole Department was included in the workshop program.

Sixteen Institutes are planned for the next two years. The Corrections Department will be included and some joint workshops are planned involving all three departments. The workshops have demonstrated that personnel are receptive and eager for training and self improvement. They are serving a very useful purpose but will be more effective when they can be integrated into an on-going, in-service training program. Much of the content, has, by necessity, been general in nature. Future workshops will be more specialized and will emphasize skills in counseling, communications and other aspects of human relations. Special problems represented by the narcotic addict, the alcoholic, the juvenile offender, and other offenders representing severe behavior problems will be emphasized.

Conclusion

The need to develop a comprehensive, systematic educational and training plan becomes glaringly apparent when the current status of training in the departments is considered. The findings of the Demographic Study summarized in Chapter 2 point out in more detail the problems facing the state system in the upgrading and training of its personnel. The findings of that study form the basis for the development of the systematic educational plan, the evaluation of state resources for training in the correctional field, and the plan of action as set forth in the succeeding chapters.

CHAPTER II

GEORGIA'S PROBATION, PAROLE AND CORRECTIONAL PERSONNEL - A DEMOGRAPHIC STUDY

Basis for Action

During the course of the developmental stages of the present project, much attention was given to those demographic qualities of Georgia's correctional system personnel which might relate to training. Similarly, departmental policy and philosophy regarding training were assessed. Several pertinent findings which resulted from these studies have particular significance to the development of a comprehensive training program in the state. These findings will be discussed briefly in this chapter, although they have been treated more fully in the report, "Georgia's Probation, Parole and Correctional Personnel - A Demographic Study."

Demographic Factors

Basic to the development of any training program is an awareness of those qualities of the potential participants which relate to training. Such demographic factors as age, highest educational level attained, salary, years of service, and previous related experience are perhaps most important among these qualities. Various combinations of these five elements may directly indicate a person's propensity to enter a training program, his likelihood to continue in the program, once entered, and his potential to complete the program successfully. Further, these factors are indicative of the training needs of the group and of the various levels at which training could be implemented most effectively.

Peripheral, yet no less vital, considerations are ones which relate to departmental policy and philosophy regarding training. Is the "climate" favorable or unfavorable for personnel training? Several indications of this climate are departmental policies of release-time from work to attend classes, salary or other promotional increments as the training levels increase, and general support of training personnel and trainees. In those departments where there are few or no training programs, departmental attitudes toward the development and execution of a comprehensive training program should be assessed.

Unless the course content and instructional methods of a training program meet the specific needs and levels of accomplishment of the trainees, little success can be predicted for the program. Likewise, without endorsement and support of the program evident on all levels of personnel, the program is ill-fated from the onset. Recognizing the vital essence of these two factors - training needs of personnel and strength of departmental endorsement - a major portion of the developmental project was devoted to their assessment.

Summary Profile

The seven major findings of the demographic study are listed in outline below. A thorough explanation of study methodology and an enlargement of each of the seven points follow.

Summary Profile: Georgia's Correctional System Personnel

Age: Correctional system employees are older than might be expected (46.2 years of age) and there is no significant trend in any group toward younger employees.

Salary: Correctional system employees receive a mean salary not necessarily corresponding to their level of achievement or responsibility ($5,135).

Length of Service: Correctional system employees remain in service for a relatively short period of time (4.5 years).

Previous Related Experience: Fewer than half of the correctional system employees enter service with previous related experience (49.9%).

Education: Correctional system employees have not achieved a high level of education (11.0) and there are no significant trends to predict improvements in the near future.

Career Advancement: Correctional system employees are clustered in a relatively small number of positions with little chance for advancement in most categories.

Location: Correctional system employees are distributed throughout Georgia. However, areas of concentration can be distinguished in certain sections of the state.

Methodology

Those demographic factors considered pertinent to training were identified. The list included: (1) age, (2) salary, (3) educational level attained, (4) previous related experience, (5) specific job title, (6) extent of reemployment with same agency and (7) marital status. When the list was completed, the project director contacted directors of each of the three departments - Parole, Probation, and Corrections - regarding availability of the data. In each case, it was discovered that such data had not been assimilated on any departmental basis. With the full approval of each departmental director, it was decided that the data should be obtained directly from personnel records on file in the state offices of each agency.

A standard form was devised to secure the required personnel information. Once the form was prepared, the next step was the identification of specific categories of personnel to be included in the study. All personnel in the Department of Corrections was surveyed, but in the Departments of Parole and Probation, the clerical and other supportive personnel were omitted.

The information on each individual was compiled by duty station and by name. Since all personnel in the three departments came under Georgia Merit System salary scales, these classifications were also recorded.

The collection of data required approximately six weeks. During the period of collection, all records were readily available, except in the case of personnel files of Probation Department Administrators. In this instance, the data was collected by the Department Administrative Assistant. When all survey forms had been completed, the data was grouped according to job classifications on large tabular sheets. The ideal situation would have been for the data to be processed in the University Computer Center. However, this was not done due to time restrictions.

At this point, the next major steps of the study were the design of analytic tables and the computation of necessary statistics. At the request of the Department of Corrections, data was compiled on Correctional Officers I and II by duty station, making comparisons, by prison, possible. Also, since trends in educational and experiential levels were of interest, demographic data was analyzed according to length of service. As these two factors could yield analyses vital to the entire study, data was compiled in this manner whenever feasible in each of the three departments.

Since the data was of a demographic nature, simple means and percentages were the only statistics used. From these measures, it was possible to determine averages for the entire population as well as for selected subgroups. However, since the mean is often distorted by even a few far-spread figures, the internal distributions in the groups were carefully analyzed. The use of length of service and duty station as constants made possible more detailed study of trends within the demographic variables.

The personnel of the Parole, Probation, and Corrections Departments included in the study totalled 854. For general summary purposes, all personnel in the three departments were placed in one of five categories. These are (a) administration, including heads of departments and all policy making personnel; (b) middle management, including corrections wardens and deputy wardens and chief probation officers, (c) other professional personnel including probation officers, parole officers, and corrections treatment personnel; (d) corrections custodial personnel, including supervisory officers (lieutenants, captains and majors) and correctional officers I and II; and, finally, (e) corrections supportive staff and maintenance personnel.

The following chart indicates the hierarchial relationship of these categories and their sub-groups.

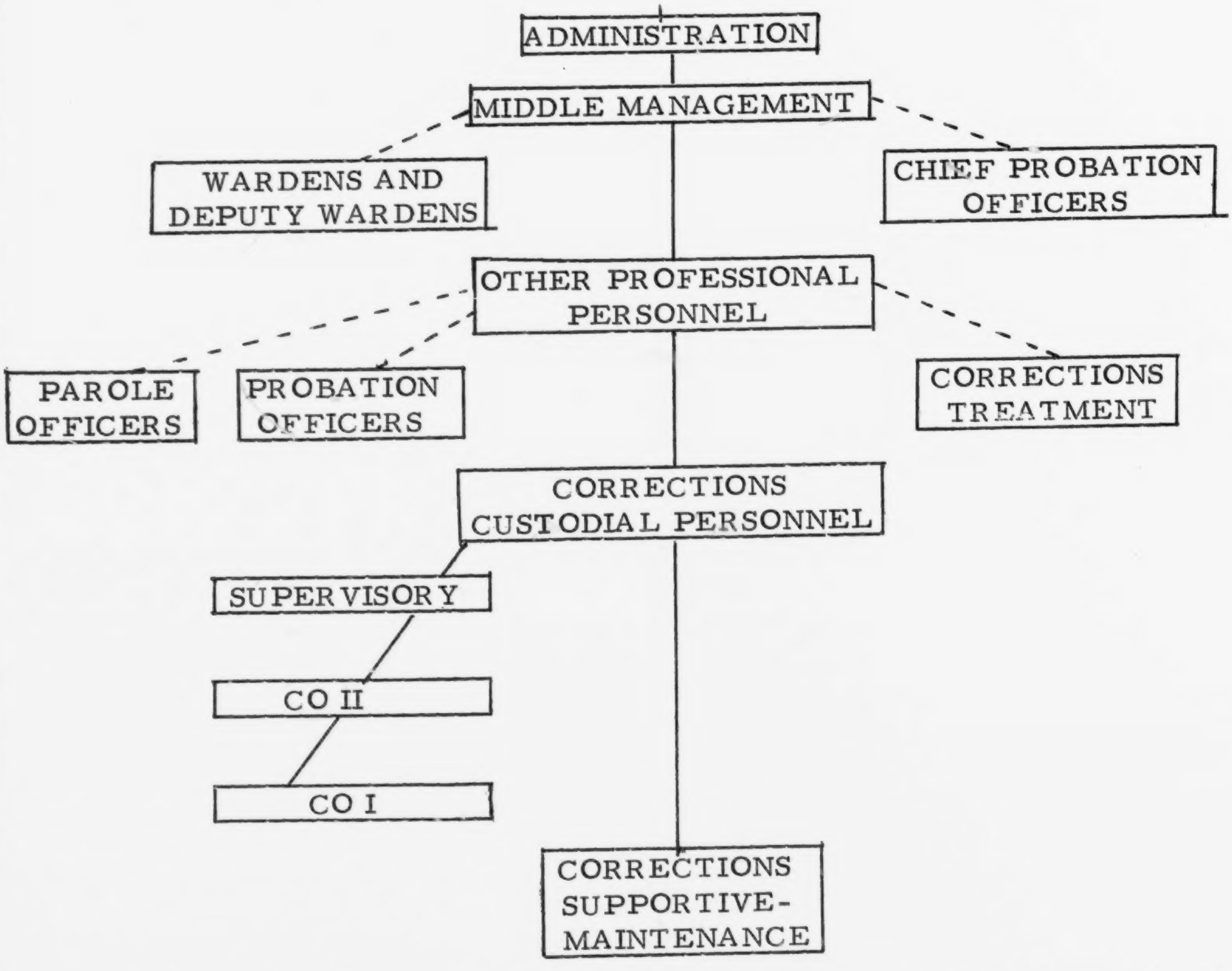


Figure 1. Organizational Chart, By Function - Georgia Correctional System

The results of the personnel study were reported in "Georgia Probation, Parole, and Correctional Personnel - A Demographic Study." A compilation of all tables, an analysis of the most pertinent findings and the implications of the study for training were presented in the report. This material will not be reproduced at this time. However, several items of particular interest will be reviewed.

Findings

Age

Georgia's correctional system personnel have a higher mean age than might be expected (46.2 years) and there is no significant trend in any group toward younger employees. A high mean age was found on all levels of personnel and in all departments. The mean age fell below 40 years in only one category - maintenance personnel in the Department of Corrections. There was a surprisingly narrow range in all categories with greatest concentration in the middle and upper forties. Very little difference was noted between the ages of administrative personnel and all others.

It was expected that in-coming employees would have a significantly lower mean age than those with longer years of service. In most categories, this was not found to be true. Usually, the mean ages for the groups with from zero to one year's experience fell only a few years below the mean for the total group. For example, the mean age for Chief Probation Officers with less than one year's experience is 44.5 years. The mean age of all Chief Probation Officers is 49.0. The age range between recently employed Wardens (zero to one year's service) and the total group of Wardens is less than three years.

One additional computation would be the difference between mean ages of in-coming personnel (zero to one year's experience) and mean ages of all other personnel in that category. From a simple observation of the data, it is possible to note that the differences would be greater than those cited in the preceding paragraph since the ages of the in-coming personnel tended to suppress the mean age of the total group.

Although the mean ages of new employees and all other personnel are high, there is a group with significantly low ages. The personnel comprising this group are in the 20-24 and 25-34 years of age categories. They are found most often in the 0-1 and 2-3 years of service columns and are likely to have completed their military service just prior to entering the correctional field. Thirty-three Correctional Officers I and II are in the 20-24 age group. When the 25-34 years of age group is added, there are 116 Correctional Officers I and II under 35. Seventeen Probation Officers (including Chiefs) are under 35. Ten Parole Officers are under 35. However, the fact of higher than expected mean ages for new employees remains. As was pointed out at the beginning of this section, Georgia's Correctional System personnel are older than might be expected and the newly employed personnel as a group are not significantly younger.

Salary

Correctional system personnel receive a mean salary not necessarily corresponding to their level of achievement or responsibility ($5, 135). There is a narrow range between distributions of salaries in almost all departments and on all levels of personnel. To identify any significant range, one has to go to the bottom of the correctional officer scale to the top of the salary distribution of the Probation Department. Even then, the difference in mean salaries is only about $5, 000.

In some instances, the difference in salary is not only small, but the larger amount is earned by the group with fewer responsibilities and lower prestige. An example of this is the case of Corrections Counselors and maintenance personnel in the Department of Corrections. There is less than $500 separating the mean salaries of these two categories, with the maintenance personnel receiving the higher amount. There is also a very narrow range within various levels of personnel categories. There are four salary step increases from the bottom of the Correctional Officer I scale to the top of the Correctional Officer II scale. The range from the lowest salary to the highest is only $612. Also, only $1, 238 separates the salaries of the least paid Probation Officers and the highest salaried Chief Probation Officers. Numerous other salary inconsistencies in the system can be discovered with a review of the tables found in the Demographic Study.

Length of Service

Georgia's correctional system personnel remain in service for a relatively short period of time (4.5 years, mean).

The average length of service is relatively short in all categories of personnel in all departments. There are only two categories having a mean length of service over ten years. These groups, Parole Administrators and Corrections Custodial Supervisory Officers, have served for a mean of 12.3 years and 11.5 years, respectively. Other than in these two groups, representing 24 persons out of a system-wide total of 854, the averages drop significantly lower. The ranges of mean years of service between the five major categories of personnel are very narrow. Only slightly less than five years separates the group with the shortest length of service - corrections custodial personnel (3.7 years, mean)- and the administrative personnel who have served a mean of 8.6 years.

Of particular interest is the large percentage of Correctional Officers I who have been employed for only a brief period. Sixty-seven percent, or 186 of the 281 Correctional Officers I's have been with the Department less than one year. Thirteen percent, or thirty-six, have been with the Department more than one year but less than three. Therefore, 80% or 222 of the 281 Correctional Officer I's have less than three years' experience.

These figures become even more significant when length of service is analyzed by duty station. At the Alto State Prison for Youthful Offenders, 86% of the 35 Correctional Officer I personnel have served less than one year. Sixty percent of the Reidsville State Prison's 151 Correctional Officer I personnel have served less than one year. At four other prisons (Chatham, Decatur, Ware, and Wayne) the entire Correctional Officer I staff has less than one year's service. At three others, the Correctional Officer I personnel have all been employed less than three years. Fortunately, the Correctional Officer II personnel have served for longer periods of time - mean of five years versus 2.3 years for the Correctional Officer I staff. However, considering that most Correctional Officer II's have come up through the Correctional Officer I ranks, the length of service is relatively brief.

The percentages of personnel having served short periods are also large in the Departments of Probation and Parole. Sixty-one percent of all Probation personnel have served less than three years - 35.3% have served less than one year. In the Parole Department, 42.8% have less than three years' experience and 65% have less than five years' experience.

In summary, 494 or 56% of all personnel in the entire correctional system of Georgia have less than three years' experience. Three hundred and twenty nine or 66% of the 494 have from zero to one year's experience.

Previous Related Experience

Fewer than half of Georgia's correctional personnel enter service with previous related experience (49.9%).

After reviewing the years of service data, one is impressed by the possibility of Georgia's correctional personnel entering service with little or no previous related experience. To determine what percentage had been employed previously in some related capacity, this factor was included on the personnel record survey. The results indicated that fewer than 50% had previous related experience, even though military service was accepted in the case of correctional personnel since the Corrections Department regards this service as legitimate related experience. Had military service been disregarded, the overall percentage having previous experience would have been drastically lowered.

The two categories of personnel having the lowest percentage of previous related experience are Corrections Supervisory Custodial Officers (35%) and Parole Officers (36%). These two groups are characterized by two factors expected to be related to limited or no previous related experience - relatively high mean ages and long terms of service. In some other instances, however, the low percentages of previous experience are not easily rationalized. For example, if one does not consider military experience, the percentage of Correctional Officer II's having previous experience falls from 43.4% to 22% while the total Correctional Officer II group has a high mean age of 47.1 years. Similarly, again disregarding military experience, the 50.5% for Correctional Officer I personnel falls to a low 13% with a total mean age of over 43 years.

At this point, one must conclude that the correctional system of Georgia is characterized by personnel who have entered service at a relatively recent date with little previous experience. This condition is surprising in that the higher than expected mean ages would ideally indicate longer periods of service or more specialized previous experience. Neither situation is significantly present at this time.

Education

Georgia's correctional system personnel have not achieved a high level of education (11.0 years, mean) and there are no significant trends to predict the employment of better educated personnel in the future.

The most readily observed low educational achievement levels are in the corrections custodial personnel category. The three sub-groups in this category are tightly clustered with a 1.2 year range - 10.1 mean years for Correctional Officer I personnel and 8.9 mean years for Supervisory Custodians. Very close to these figures is the 10.9 mean years for Corrections Department Wardens and Deputy Wardens. However, even though these sub-high school graduation figures are causes for concern the average educational achievement for probation and parole personnel is equally, is not more, significant.

Although all personnel in the Probation Department have completed high school, only 40% have either done some college work or completed a four-year degree. While the Parole Department has the highest percentage of college graduates (12.9%) of the three departments, an equal percentage of Parole Officers has not completed high school. Both departments show narrow ranges between highest and lowest educational achievement within personnel categories and between departments. In the Probation Department the range is 1.4 years (14.3 years versus 12.9). In the Parole Department, the range is merely .3 of a year with a mean educational achievement of 12.8 years for parole and 13.1 years for probation.

The low percentage of college graduates or persons having at least two years college work is obvious throughout the management and "professional" levels of

Education

Georgia's correctional system personnel have not achieved a high level of education (11.0 years, mean) and there are no significant trends to predict the employment of better educated personnel in the future.

The most readily observed low educational achievement levels are in the corrections custodial personnel category. The three sub-groups in this category are tightly clustered with a 1.2 year range - 10.1 mean years for Correctional Officer I personnel and 8.9 mean years for Supervisory Custodians. Very close to these figures is the 10.9 mean years for Corrections Department Wardens and Deputy Wardens. However, even though these sub-high school graduation figures are causes for concern the average educational achievement for probation and parole personnel is equally, is not more, significant.

Although all personnel in the Probation Department have completed high school, only 40% have either done some college work or completed a four-year degree. While the Parole Department has the highest percentage of college graduates (12.9%) of the three departments, an equal percentage of Parole Officers has not completed high school. Both departments show narrow ranges between highest and lowest educational achievement within personnel categories and between departments. In the Probation Department the range is 1.4 years (14.3 years versus 12.9). In the Parole Department, the range is merely .3 of a year with a mean educational achievement of 12.8 years for parole and 13.1 years for probation.

The low percentage of college graduates or persons having at least two years college work is obvious throughout the management and "professional" levels of the correctional system. Also, the low percentage of high school graduates in the custodial categories indicates an equally undesirable situation. Unfortunately, an analysis of education by length of service does not point to any significant trends toward better educated new employees.

Career Advancement

Employees are clustered in a relatively small number of positions with little chance for advancement in most categories.

As was indicated in the earlier sections, there is little to distinguish the various levels of personnel in the three departments in terms of salary, age, or length of service. It was also found that there are relatively few job titles to distinguish personnel. Positions in each department are often disproportionately filled, with heavy concentrations in the lowest levels and very few positions for immediate or eventual advancement. The most obvious example of this condition is in the corrections custodial category. Within this category, there are three sub-groups, Correctional Officer I with two levels of advancement, Correctional Officer II also with two levels, and Correctional Supervisory personnel, with three advancement levels.

The graph on the following page indicates the promotional scale a beginning Correctional Officer finds.

The number of available positions is drastically reduced as the Correctional Officer nears the supervisory level. One would expect the number of personnel

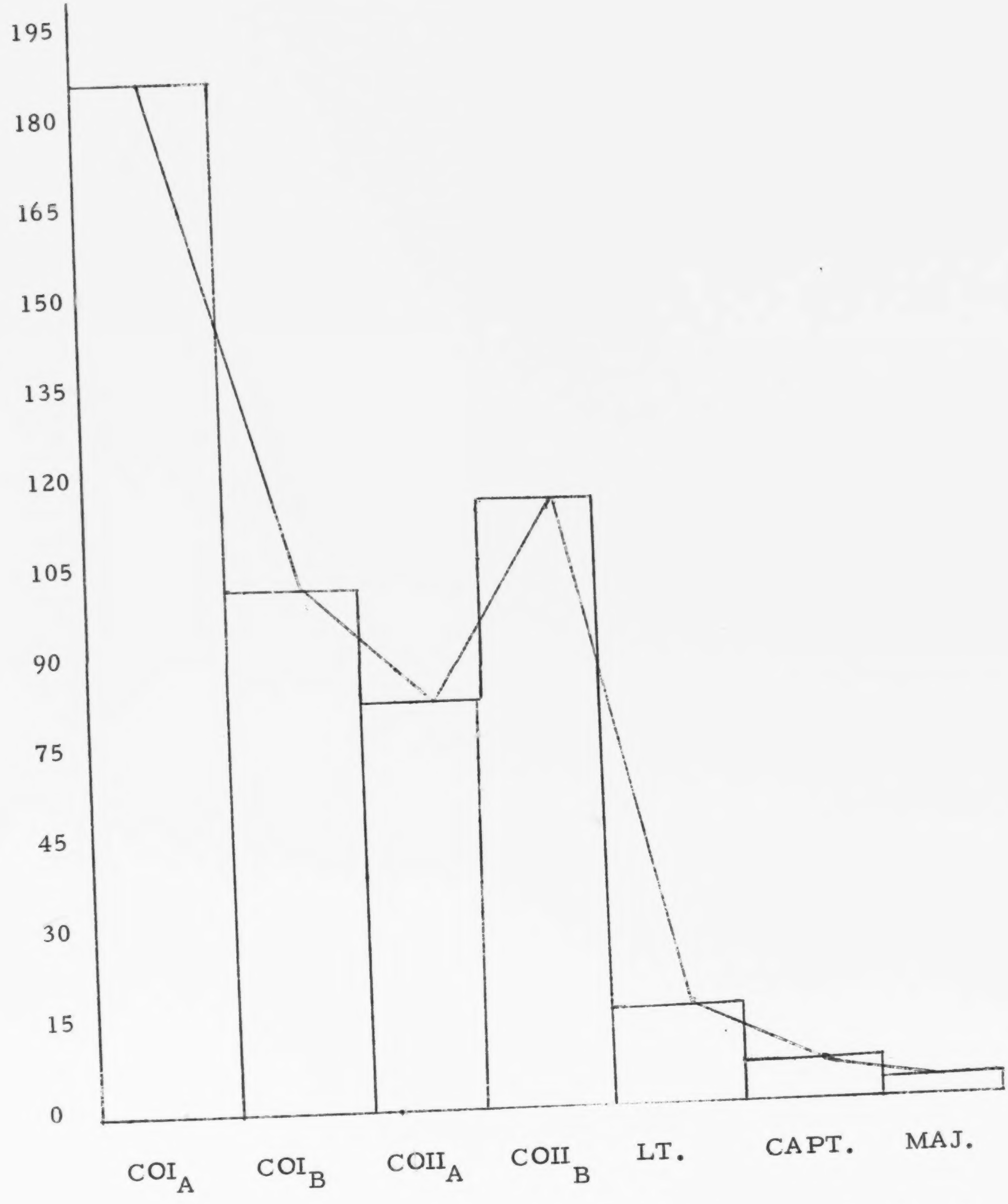


Figure 2. Correctional Custodial Personnel By Numbers Employed And By Category Of Personnel

in each category to decrease as the level in the hierarchy increases. This holds true in all cases but the second level of the Correctional Officer II category. The distribution in this group indicates a disproportional concentration of personnel as the opportunities for advancement decrease. The percentages in the next three levels - lieutenants, captains and majors - are far below what is expected in a normal flow of personnel. In effect, there are presently 472 Correctional Officers who conceivably hope to achieve rank as a Correctional Lieutenant, Captain or Major. Currently there are seventeen such positions. This becomes even more crucial when the earlier point regarding salary ranges is repeated. That is, there is only a $612 range between the highest salaried Correctional Officers II and the least paid Correctional Officers I.

Similar conditions exist elsewhere in the Corrections Department as well as in the Parole and Probation agencies. In the Probation Department, where there are only three major categories of personnel, less than $600 separates the mean salaries of the two lower sub-categories. The eighty-three staff members comprising these two groups aspire to the eight next higher positions in the administrative sub-category. Parole Department personnel are also clustered around relatively constricted salary and title levels. The salary range for Parole Officers is broader, however, than in either of the other two departments with almost $2, 000 separating the mean salaries of the highest and lowest salaried personnel categories. Yet, the fact remains that little basis for career aspirations is currectly present in any department in terms of promotional opportunities and salary increments.

Location

Correctional system employees are distributed throughout Georgia. However, areas of concentration can be distinguished in certain sections of the state.

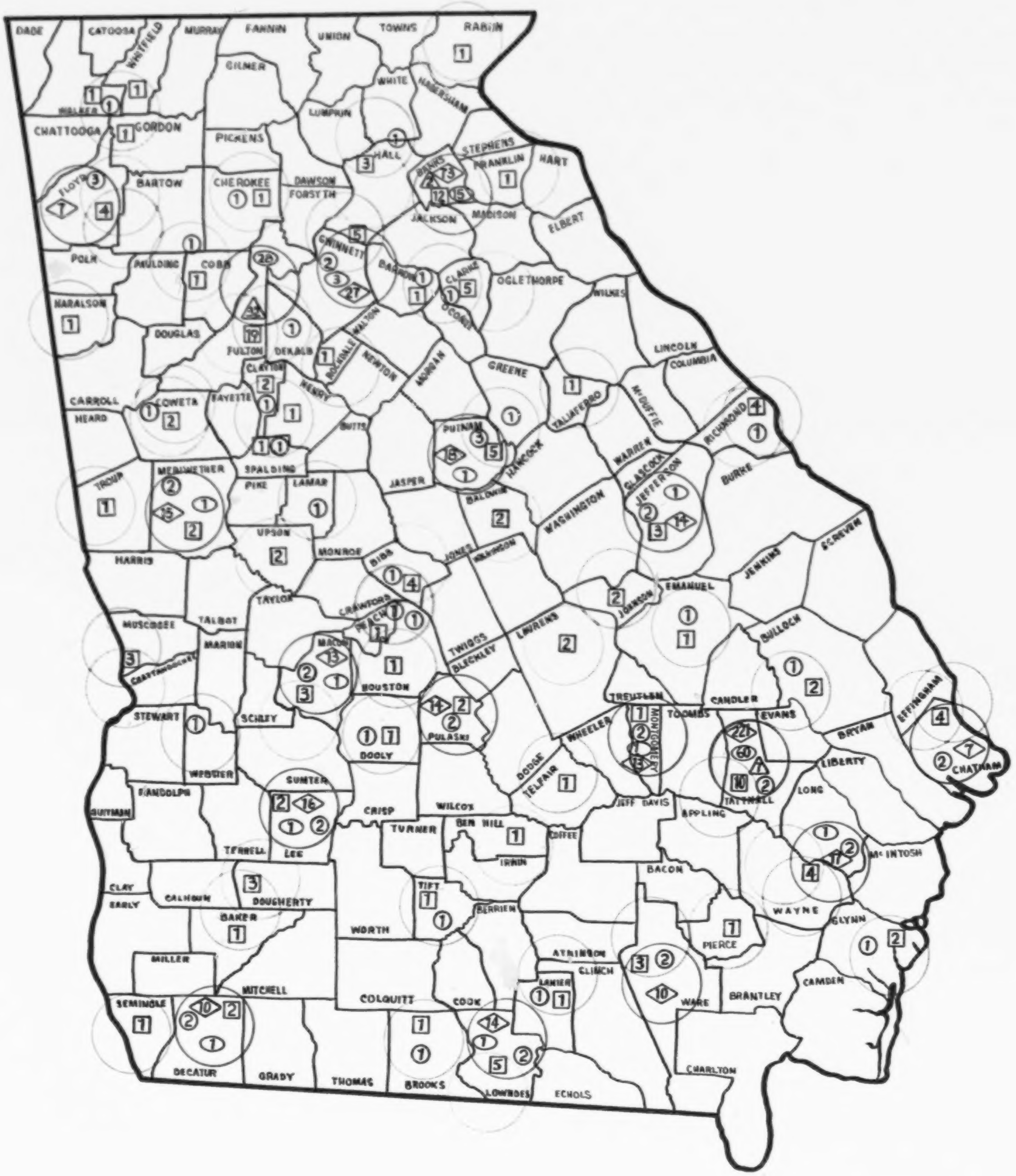
In the state government of Georgia there are fifty-one probation offices, twenty parole offices, and sixteen prison branches. When each of these offices and branch prisons is plotted on a map some concentration can be discerned in several areas of the state. The map on the following page illustrates the distribution of the offices, prisons, and personnel in the state. The three colors on the map correspond to each of the three departments. If personnel is illustrated with one circle around the symbol, then that group represents only one department, with the color of the circle indicating which department. If more than one circle is around the symbol, then the number inside that sumbol signifies the total number of personnel in that category in all departments indicated.

Examples of the concentration of personnel are in the Atlanta Metropolitan area and around other high population districts such as Savannah in Chatham County. Yet,even with these concentrations, offices and personnel are generally well distributed in all sections making most locations easily accessible. Also, no office or prison branch is isolated from area technical-vocational schools, institutions of higher education, or cities of moderate sizes. The distribution of parole and probation offices and prison branches should facilitate the development of regional or district training centers and implementation of the "circuit rider" concept should prove feasible on a regional basis.

State Probation Department

State Corrections Department

State Parole Department



LEGEND

Administration △
Middle Management ○
Other Professionals □
Custodial ◇
Supportive - Maintenance ⬭

Parole ○
Corrections ○
Probation ○

Figure 3

September 1967
Institute of Government
University of Georgia

Conclusion

The implications of the preceding factors and other findings discussed in the Demographic Study will be presented in the final chapter of this report. In a sense, these implications encapsulate the significance of the entire developmental project in that they permeate all areas of planning. However, as was pointed out, these findings cannot be effectively crystallized into a comprehensive, state-wide training program without a favorable climate on the administrative levels of the three departments. Although no formal study was conducted, various informal indicators of this climate can be cited.

All three departments have given evidence of interest in training either in the form of verbal commitments, in-house sessions, or active participation in institutes conducted by the Institute of Government. The Department of Corrections currently conducts a one week course for Correctional Officers II and a Wardens Institute has been scheduled in the near future. The Department of Corrections has an Associate Director for Training and Development and a training officer. Although the Departments of Parole and Probation have no training personnel, the directors have encouraged personnel participation in University of Georgia institutes.

Although each department has given verbal support to the development of a training program and has participated to varying degrees in out-of-house training sessions, present personnel policies are not generally favorable for positive prediction of success for such a program on a long-range basis. Support for this statement can be found in the Demographic Study. The high mean ages of personnel in the entire system in combination with low educational achievement might present a motivational block to many employees. When these factors are compounded with limited promotional hierarchies and narrow salary ranges between categories, the block becomes more difficult to overcome.

These conditions point to the need for basic communications between departmental administrators and the State Merit Board regarding an incentive plan for training. The need for such a dialogue is empirically real. Disregard of this need could not only negate any long-range significance of a training project, but might also drastically reduce its short range significance. Departmental respect for the need for training and the desire to participate in a cooperative training endeavor have been evidenced. The next step requires departmental support on an active basis.

CHAPTER III
A SYSTEMATIC PLAN OF EDUCATION

Training-Education

The training needs of correctional personnel are not exclusively occupational. A comprehensive training plan must approach the needs of the total employee, including supplementation of basic educational backgrounds and orientation in such areas as human behavior and social functioning. Primary training emphasis remains on the development of specific job skills; yet, knowledge in other areas vitally affect a person's ability to apply these skills as well as affecting his aspirations for further development.

The distinction between education and training, as the terms are used in this chapter, is basically related to orientation. Education is considered to be a broad, general program of mental preparation in which the emphasis is placed on understanding and analysis. Training, on the other hand, is more narrowly conceived as techniques and specific skills for a particular occupational classification.

> There is an important distinction between training and education. The purpose of training is to develop certain automatic facilities as in languages, bookkeeping, and the operation of machines. The function of education, however, is to provide the student with a capacity for analyzing and solving problems that confront him in his occupation, in his society, and within himself. It should also develop in him a desire to continue with intensive and systematic investigations after his formal program is completed. In the training program formulas and techniques are learned, rules are memorized, and mental or physical skills are developed through practice and repetition. In a genuine educational program, however, students concentrate on processes of analysis whereby they attain levels of generality, proficiency, and understanding which

> enable them to think intelligently in several fields even though they may not have had training in the detailed knowledge of any of them.[1]

Vocational Focus

Training the employed person or the vocationally oriented individual differs in some respects from the educational process.

The primary difference is the job orientation that must be provided for whether teaching concepts, skills, or basic information. The focus of course development must start with the specific duties of the job to be performed. This analysis will enable one to see the mechanical details and the specific actions that are best taught through on-the-job training. These specifics will vary in each setting so they must be related to the immediate job assignment. Technical details of the mechanics of equipment are also related to the specific equipment utilized on the job.

Specific duties can be further analyzed to identify the skills needed for their performance. Very often the skills are learned through experience in doing the job. However, if they can be identified they can be taught in a more organized and efficacious way. Skills can be learned and performed with no underlying understanding as to why one action works and another does not. Analysis of the job duties and the skills needed will identify the basic conceptual knowledge needed to understand the "why" of action.

---

[1] Walter Buckingham, The Impending Educational Revolution, (Washington, D. C.: National Education Association, EIA, October, 1961), p. 15.

Finally, by carefully studying the educational profile of the employee group, an educational sequence of learning experiences can be designed that will provide a means of meeting job related needs for knowledge.

A second difference to be aware of between the student and the employee is in motivation to learn. The primarly focus of the student is to learn, whereas the primary focus of the employee is to do a job. Learning experiences must be related back to the duties of the job if the employee is to be able to utilize the knowledge.

Still another difference between the student and employee is that the employee is a fully functioning member of his society. He is presumed to have had broad life experience. He is performing an adequate service within his vocational system. He is a person of responsibility. Therefore,the didactic method of lecture for imparting knowledge is far less effective. His life experiences, the person he is now, must be recognized and he must be able to contribute to the learning experience as well as to take from the experience.

Also, we must be aware of the principles of change in individuals. It will be more difficult for the employee to accept the need for change within himself and the way he performs. Skill must be used to motivate him to want to change and to enable him to see that the change will have a "pay-off" for him in doing his job.

Finally, we must be aware that the employee is a functioning member of an established system. The educational process may bring to the employee new insights about himself, new skills and new conceptual knowledge; but, the degree to which these are applicable to the job depends upon his place in the system and upon the system itself and its ability to accept change. Care must be given to relating learning to the kinds of change the employee can make in his own job and that which will need to await change in the system. Individual change toward greater skill and understanding can act as a leaven in a system but sometimes the "yeast" takes a long time to rise. Or, indeed, in the wrong climatic conditions, it may never cause the bread to rise.

All of these areas point to the need for reality-based teaching which requires a specially trained instructor who can relate knowledge to job duties.

Custodial Personnel

In the following material a systematic approach to meet the training needs of correctional personnel is suggested. In Georgia, the largest number of employees are custodial officers numbering 489 of the total corrections complement of 854. The demographic profile for this group is as shown in Table 1 below.

Table 1
Summary for Custodial Personnel

ΣN	$\bar{X}$ Age	$\bar{X}$ Salary	$\bar{X}$ Years Service	$\bar{X}$ Years Education	% Hi Sch Grad Only	% Some College	% College Grad	% Prev Exp
489	46.9	$4,206	3.7	9.6	39.0	2.2%	.2%	50.4%

Enumeration of the duties of the custodial officer was taken from the Correction Officers Training Guide.[2] These are analyzed below into four major areas: Supervision of Groups, Supervision of Individuals, Security Supervision, and General

---

[2] Correction Officers Training Guide, The American Corrections Assn. pp. 16, 17, 18

Administrative duties. Some specific duties might be assigned differently by others, but the main attempt is to bring a myriad of seemingly unrelated duties into classes for each in identifying training needs.

Duties

I. Supervision of Groups of Inmates

A. Housing Units
   a) do regular and irregular count

B. Meals
1. Carry out systematic feeding
2. Handle altercations
3. Prevent waste and pilfering
4. Protect utensils

C. Bathing and clothing issue
1. Control movement
2. Control clothing allowances

D. Recreation
1. Maintain custody (security)
2. Handle altercations
3. Stop gambling
4. Encourage and supervise library, hobbies, etc.

E. Work Groups
1. Instruct
2. Count inmates
3. Organize jobs and work crews
4. Reports

II. Individual Supervision

A. Discipline
1. Interpret rules and regulations
2. Report infractions
3. Counsel inmates

B. Inspection
1. Search person, clothing and quarters
2. Recognize and handle contraband

- C. Hear and Counsel regarding grievances
  - 1. Institutes adjustment
  - 2. Personal adjustment

- D. Work
  - 1. Teach
  - 2. Counsel regarding work habits

III. Security Supervision

- A. Visits
  - 1. Carry out visiting procedure
  - 2. Prevent contraband entry
  - 3. Enforce visiting rules and regulations

- B. Maintain outer perimeter security
  - 1. How to observe
  - 2. Maintains alertness
  - 3. Firearms

- C. Prevent and control fighting
  - 1. Foresee and prevent
  - 2. Break up fights and physical control

- D. Control and restrain inmates
  - 1. Self defense
  - 2. Assist another under attack

- E. Handle Emergencies
  - 1. Prevent property damage
  - 2. Administer first aid
  - 3. Report and help extinguish fires
  - 4. Arrest, seize and search
  - 5. Report accidents
  - 6. Preserve evidence and give testimony

IV. General Administrative Duties

- A. .Censor mail
  - 1. Rules and regulations
  - 2. Channel mail to handle problems

- B. Operate and inspect security devices
  - 1. Operate security device for custody control
  - 2. Inspect

C. Transport prisoners
  1. Drive
  2. Apply restraint equipment
  3. Safety in auto, bus and train
  4. Transfer custody

D. Care for equipment
  1. Firearms
  2. Operate and maintain all assigned equipment

E. Escort visitors
  1. Foster good public relations
  2. Interpret institutional policies and programs
  3. Safeguard visitors

F. Participate in in-service training

Duties, Skills and Knowledge

The next step in this systematic approach is the breakdown into areas of learning that are specific, technical on-the-job training needs, skills, and conceptual knowledge. The chart on the following page is suggestive of these areas. This chart shows a need for twenty-one technical on-the-job areas of training needs; fifteen skills areas; and twenty-three areas of conceptual knowledge. Further steps in the development of curricula will probably add other areas; however, cognizance must be given to the reality factors of the employee demographic profile so that what is attempted has some chance of being accomplished.

It might be noted that the duties of the custodial officer can be carried out by simple, on-the-job training if our goal is a mechanical performance of duties. The performance can be enriched if skills are developed. This is usually the case when experience in doing the job is the method of learning. But, if our goal is an employee who knows why he performs as he does and also

Figure 4

CUSTODIAL OFFICERS
DUTIES, SKILLS, KNOWLEDGE

Class of Duties	On-the-Job Technical	Skills in	Conceptual Knowledge of
I Supervision of Groups of Inmates Specific duties	Counts Feeding Protective utensils Prevent waste Movement Issues Org. Work Crews	Observation Instruction Information giving Use of group leadership Discipline Motivation	Causes of behavior Group dynamics and interaction Process of change Learning process Values, roles, attitudes Communication Discipline Motivation Authority
II Supervision of Individual Specific duties	Reports Search Contraband	Observation Instruction Information giving Interpretation of rules Relationship Listening Discipline Motivation	Causes of behavior; group dynamics and interaction Process of change; learning process, values, roles, attitudes, communication; discipline; motivation; authority; Individualized behavior Deviant behavior; Interpersonal relationships helping process; Meaning of untruth, stealing; Meaning of loss of freedom Meaning of and use of work Family functioning; separation
III Security Specific duties	Visiting procedure Outside perimeter Firearms Self-defense Assist defense of another Fire procedures Arrest, seize and search	All skills in I and II plus First Aid Securing evidence Giving testimony Predicting and preventing altercations	All areas in I and II plus Use of knowledge to predict behavior and to recognize "danger signals" in behavior of individual and groups
IV Administrative Duties Specific duties	Censoring process Operate and inspect safety devices Process of transporting prisoners Care of equipment	Public Interpretation Use of resources--institutional and community Identification of problems	Organization Philosophy and mission Legal rights and responsibilities Criminal Justice System

understands why others behave as they do, then we need to provide him with conceptual areas of knowledge. This kind of employee, trained in more depth, is able to adapt his performance to changing conditions and to change his performance as the system changes. He also has the deeper satisfaction of performing his job as he is given the tools of knowledge for rational problem solving within his job.

Sequence of Instruction

The next step in this systematic analysis is to propose a sequence of instruction comprising the basic conceptual knowledge that should be learned by everyone within the correctional system. The Custodial Officer model will continue as a guide, but later it will be suggested how this can be used as a training guide for other positions.

The specific content development for this model must be closely related to the realities of job duties and to the demographic profile of the employees, That is to say, case material must be developed from the job situation and reading assignments must be in basic English. Conceptual understanding must be developed through the group's participation, individuals must be motivated to change their established ideas, and, finally, ample time must be allowed for all these processes. We need to remind ourselves of the psychological principle that individuals tend to resist change imposed upon them from without themselves.

Basic Sequence

I. Introduction to sequence
  A. Involvement of individuals
  B. Institutional structure, inmates, resources, programs
  C. Basic needs of all individuals
  D. Can a correction system rehabilitate?
  E. Deviate behavior
  F. Basic self-understanding and knowledge of personality traits
  G. Differences and variations of sub-groups

II. The Correctional System
  A. Philosophy and mission of system
    1. Custody, rehabilitation
    2. Legal base
    3. Rights of individual and system
    4. Interrelatedness of total system
      a) internal and external resources
    5. Relation of the system to community
  B. General view of Criminal Justice System

  C. How do people (individuals) react to the corrections process?
  D. What brings inmates into the system?
  E. Employee relationship to the corrections team
  F. Case situation of prisoner, social history, legal history, etc.

G. Employee relationship to rehabilitation of the prisoner in F above

III. Communications (the device by which we relate)

A. Observation, listening, verbal

B. Self-awareness -- what we communicate

C. Accountability -- authority

D. Public communication

E. Communication -- basic to understanding human needs

IV. Dynamics of Human Behavior

A. Behavior is caused

B. Behavior is purposeful

C. Behavior is influenced by individual, family, groups and community

D. Family interaction and childhood personality development

E. Individual response to stress

F. Individual response to breakdown in role, values, attitudes

V. Personal and Cultural Norms

A. Influence of cultural on personal behavior, ethics, economic, education, etc.

B. What is culture, value, role, status, socialization?

C. Values in our society; i. e., marriage, education, freedom, security, jobs, etc.

D. Values in criminal sub-culture

VI. Behavior and Mental and Physical Health

A. Mental and physical malfunction influence on behavior

B. Poverty, socio-cultural deprivation effect on mental and physical stability.

C. Change through supportive help.

VII. Influence of Groups on Behavior

- A. Groups in the broad society
- B. Group behavior
- C. Meaning of groups to individual
- D. Group behavior -- positive and negative elements
- E. Stimulus and response to group behavior
  - 1. Leadership
- F. Groups within the corrections setting

VIII. Change and the Learning Process

- A. Principles of the change process
- B. Motivation for change
- C. Learning to stimulate positive change
- D. Leadership roles in relation to learning

IX. Resources

- A. Community
  - 1. A community organized for helping people
- B. Corrections system resources
  - 1. Treatment personnel
- C. The custodial officer as part of the rehabilitation team

This sequence of basic knowledge may be given by the institutional staff if they have the qualifications. It may also be presented in a university setting if the proper preparation is given to the instructor. This preparation is based in the realities of the job duties and also in relation to the educational profile of the employees. Content and method will be adjusted to these factors.

Probation and Parole Officers

Training Probation and Parole Officers presents a different problem from training the Custodial Officer. The methods used in this work are drawn partly from social casework, but are distinguished by the need to enforce authoritative limits and standards on behavior.[3] Social casework as a method within social work is taught at the graduate level in universities and the training leads to the degree of master of social work. Therefore, it could be said that training for this field can be provided in the existing university setting and only on-the-job training in technical details needs to be provided. However, let us look at the realities of the situation.

At present, in Georgia, the demographic profile for Probation Officers is as shown below in Table 2.

Table 2
Summary for Probation Officers

ΣN	$\overline{X}$ Age	$\overline{X}$ Salary	$\overline{X}$ Years Service	$\overline{X}$ Years Education	% Hi Sch Grad Only	% Some College	College Grad	% Prev Exp
56	45.4	$6,130	2.5	12.9	62.7%	30.3%	5.3%	49.2%

These figures show that only 5.3% of all personnel are college graduates and that 62.7% are high school graduates only.

---

[3] The Challenge of Crime in a Free Society, President's Commission on Law Enforcement and Administration of Justice, 1967, p. 165.

The picture in parole is similar as shown in Table 3.

Table 3
Summary for Parole Officers

ΣN	$\bar{X}$ Age	$\bar{X}$ Salary	$\bar{X}$ Years Service	$\bar{X}$ Years Education	% Hi Sch Grad Only	% Some College	% College Grad	% Prev Exp
47	47.4	$6,429	5.7	12.7	40.6%	31.9%	12.7%	36.1%

This data shows that 12.7% are college graduates and 40.6% are high school graduates alone. The college graduates reported in these tables did not have majors in areas such as sociology, psychology, or counseling that might prepare them for their work.

The shortage of manpower in the social work field is well known and is dramatically reported by the Department of Health, Education and Welfare in its publication The Manpower Gap. In addition to this total social work manpower shortage, there is a need at present in the United States for an additional 4,094 Juvenile Probation and Parole Officers and three times the number of Probation and Parole Officers now employed for adult felons. In addition, by 1975, it is estimated that an additional 23,000 officers will be needed for each of the juveniles freed and for the adult felons.[4] It must be concluded from these statistics that a different way of training probation and parole officers must be found.

---

[4] *Ibid.*, p. 167

Duties, Skills and Knowledge

The chart on the following page illustrates the duties of a Probation and Parole Officer, the skills required for their performance, the kinds of knowledge required, and the technical areas that can be taught on-the-job. As was mentioned in relation to the Custodial Officer, it is possible to perform with only on-the-job training and with experience that builds some skills. However, the quality of performance will suffer as a result. Consciously planned training will produce a more rational method in which problem solving can be accomplished in relation to individual problems rather than by formula or an intuitive process.

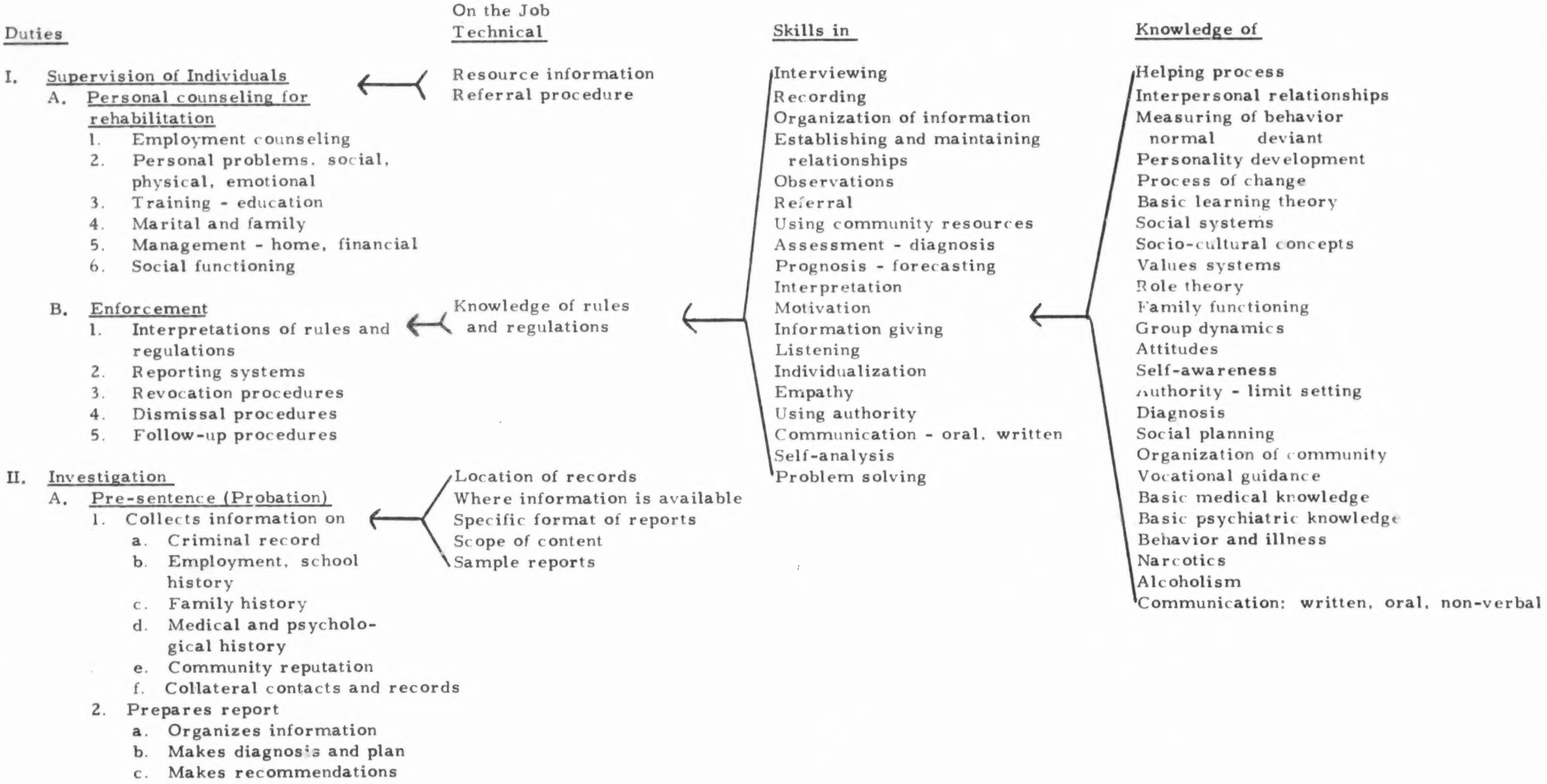
Sequence of Instruction

The first step to training the Probation and Parole Officer is similar to that suggested for Custodial Officers. It offers a base of knowledge that is required by anyone in the corrections system. This base is the nine part sequence explained in detail on page 41 above. It is:

I. Introduction
II. Concepts of the Correctional System
III. Communication
IV. Dynamics of Human Behavior
V. Personal and Cultural Norms
VI. Mental and Physical Health Influence on Behavior
VII. Influence of Groups on Behavior
VIII. Change and the Learning Process
IX. Resources

Figure 5

DUTIES, SKILLS, KNOWLEDGE PROBATION AND PAROLE OFFICERS



Duties

I. Supervision of Individuals
   A. Personal counseling for rehabilitation
      1. Employment counseling
      2. Personal problems. social, physical, emotional
      3. Training - education
      4. Marital and family
      5. Management - home, financial
      6. Social functioning
   B. Enforcement
      1. Interpretations of rules and regulations
      2. Reporting systems
      3. Revocation procedures
      4. Dismissal procedures
      5. Follow-up procedures

II. Investigation
   A. Pre-sentence (Probation)
      1. Collects information on
         a. Criminal record
         b. Employment, school history
         c. Family history
         d. Medical and psychological history
         e. Community reputation
         f. Collateral contacts and records
      2. Prepares report
         a. Organizes information
         b. Makes diagnosis and plan
         c. Makes recommendations

On the Job Technical

Resource information
Referral procedure

Knowledge of rules and regulations

Location of records
Where information is available
Specific format of reports
Scope of content
Sample reports

Skills in

Interviewing
Recording
Organization of information
Establishing and maintaining relationships
Observations
Referral
Using community resources
Assessment - diagnosis
Prognosis - forecasting
Interpretation
Motivation
Information giving
Listening
Individualization
Empathy
Using authority
Communication - oral, written
Self-analysis
Problem solving

Knowledge of

Helping process
Interpersonal relationships
Measuring of behavior
normal deviant
Personality development
Process of change
Basic learning theory
Social systems
Socio-cultural concepts
Values systems
Role theory
Family functioning
Group dynamics
Attitudes
Self-awareness
Authority - limit setting
Diagnosis
Social planning
Organization of community
Vocational guidance
Basic medical knowledge
Basic psychiatric knowledge
Behavior and illness
Narcotics
Alcoholism
Communication: written, oral, non-verbal

DUTIES, SKILLS, KNOWLEDGE, PROBATION AND PAROLE OFFICERS (Continued)

Duties	On the Job Technical	Skills in	Knowledge of
B. Parole report 1. Collects information on a. Current family situation b. Availability of employment c. Institution adjustment d. Medical and psychological evaluation e. Social adjustment 2. Prepares report a. Organizes information b. Makes prognosis c. Makes recommendations	See above	See above	See above
III. Officer of Court or Parole Board A. Function as "arm" of Court or Board B. Implementation of Court order C. Liason 1. With court 2. With enforcement officials 3. With attorneys 4. With other correctional divisions	Specific tasks Court procedures Board procedures Rules and regulations Rights and responsibilities	All above plus official behavior	All above plus Criminal Justice System Legal processes Political systems
IV. Community Interpretation A. Develop resources i. e. jobs, housing, etc. B. Utilize community resources C. Interpret program to public D. Interpret individual to public	Resource information Use of existing printed material	Public speaking Public writing "Salesmanship"	Community attitudes
V. Administration A. Maintain records and reports 1. Individual 2. Administrative B. Caseload management C. Personnel management D. Budget and experditure F. Training and instruction	Scope of content Format Forms Resources available Rules and regulations Accountability	Organization of work Assignment of work Basic budget formulation Basic statistical analysis Handling personnel problems On-the-job Training and instructions Determining training needs	Basic management techniques Supervisory methods Basic personnel management O-J-T techniques

The content used in teaching this basic conceptual knowledge will be drawn from the area of probation and parole and related to the realities of the duties of employees in this field.

Skill Training

It is suggested that the next step in this systematic plan for training focus on skill training. This is suggested for two reasons, One is that the areas of knowledge are so broad that they would require a long uninterrupted educational experience that indeed can only be duplicated within a purely academic setting. The second reason is an assumption that the knowledge will be more readily absorbed if it can be utilized immediately on the job. The skill training would be developed so that as an area is taught the content will include conceptual knowledge about "why".

Some examples of skills training with brief suggested content follow.

Skill Training - Examples of Outlines

I. Interviewing

A. Purpose

1. Helping process
2. Interpreting
3. Information giving
4. Exploration

B. Techniques

1. Establishing relationships

    2. Individualization
    3. Questioning - use of self
    4. Setting limits - focusing
    5. Using authority
    6. Observation

  C. Interviewing and behavior
    1. Types of behavior
      a. Passive
      b. Aggressive
      c. Hostile
      d. Emotional outbreak
    2. Why people behave in this way
    3. Our feelings about behavior
    4. Ways of coping with this behavior in interview

II. Referral Process
  A. Resources available
  B. Selecting the resource
  C. Interpretation
    1. To resource
    2. To individual
  D. Motivating the individual to use resource
  E. Follow-up on referral

8

III. Recording

A. Types of records

B. Who uses records for what purpose

C. How to select most useful information

D. Organization of records

IV. Other areas of skills training would include:

A. Official behavior

B. Public interpretation

C. Caseload Management

D. Problem solving techniques - diagnosis, prognosis

E. Training others

The Probation and Parole Officer will also need more in-depth sessions that would be offered through institutes. Examples of these would include:

1. Narcotics Addiction
2. Alcoholism
3. Marital Problems
4. Guidance for Employment
5. Organization of Communities

It is apparent with a review of the conceptual knowledge needed to function at the maximum level in these positions that education leading to at least a baccalaureate degree is required. This should include a specialized curriculum in a social welfare-corrections sequence.

Finally, there should be graduate training available for some officers in the field leading to the Master of Social Work degree. These officers would then be prepared for the roles of special case therapists, supervisors and staff development officers within the system.

A Summary

The chart on the following page presents the preceeding material in a summary form:

Application:

Two models that illustrate systematic plans for training within the correctional system have been presented. These illustrations include the two aspects of corrections, custody and rehabilitation and treatment. Using this system, it should be possible to design a training plan for any position within the system.

To illustrate further, take an example of a supportive position - that of teacher. From position descriptions, the actual duties to be performed can be enumerated. The organization of the institutional setting will lead to those technical areas that will be taught on-the-job. The teacher comes to the position with skills and knowledge needed for him to adapt to this particular group of individuals to be taught. These areas can be taught on-the-job if the staff is qualified to teach them or they may be taught cooperatively with various institutions under the aegis of a university staff.

Figure 6

Training for Probation and Parole Personnel

On-the-job-training Technical	Basic "floor of knowledge	Skills Training	Institutes	Formal Education
resource information referral procedure knowledge of Rules and Regulations Location of records Specific format of records Locating information Scope and content of reports Sample reports Court procedures Board procedures Rules & regs. of Court or Board Right to repeal of Court of Board Accountability	Introduction Concepts of Correctional System Communication Dynamics of Human behavior Personal and Cultural norms Mental and physical Health & Behavior Change - the learning process Resources	examples: Interviewing Referral process Recording Official behavior Public Interpretation Caseload Management Problem solving techniques Training others	examples: Narcotics Alcoholism Mental Problems Guidance for Employment Organization of Conventions	A. B. degree in Social Welfare - Corrections sequence Master degree with field placement in Corrections
This technical knowledge is always taught within the setting to which the employee is assigned.	This can be taught within the setting if there is the professional capability. It can also be taught by a specially employed Institution. This would also be the base for new	These skills can be taught by a University team to assure that basic conceptual knowledge is included. Content will be based on the duties to which the skills relate.	These are thought of as periodic Institutes within the academic setting with the good of enrichment of the employee.	These are given within a properly accredited institution.

Professional supportive positions such as doctors, nurses, psychologists, and also vocational supportive positions such as cooks, maintenance men, shop foreman would have the same pattern of training needs.

This technique of training design enables the planner to focus the training on realistic training needs that are directly related to the duties of the employees. It also allows for flexibility to meet the most pressing training needs while at the same time relating the partialization to a total plan. Both the trainer and trainee can see how the part relates to the whole of the training plan. Further, it allows for flexibility in the make-up of the groups based on education profiles, similarity of duties and similarity of settings. Added flexibility of teaching staff is provided since a teacher of any part is able to see the total plan and thus be able to provide for reinforcement and for sequential learning.

The systematic plan provides for the establishment of short and long term training goals both in selection of trainees and selection of educational personnel. The long term goal may be for all personnel engaged in giving a particular service to be provided with the maximum educational experience possible. For example, a long term goal for all probation officers may be field professional education at the masters level. However, a short term goal more in keeping with reality may be for all probation officers to have the basic knowledge provided in the nine step sequence described on page 41.

This systematic plan also provides for a continuum of education that could be placed in the vocational high school, adult education systems, technical colleges, undergraduate sequences, and graduate sequences. As content is developed and methods tested and established, steps can be taken to introduce each level into the appropriate educational level.

There is a need to demonstrate this system. Demonstration is needed in developing appropriate content and techniques to enable learning at various levels. Teaching materials such as reading assignments and cases must be developed in basic English for the basic sequence. Teaching methods must be developed that will enable the learner to participate fully in his education since his motivation differs from the academic student. Care must be given to build in success experience frequently so that the learner will not become discouraged in the process. How this can be done will need demonstration.

The Correctional System of Georgia was analyzed to develop this systematic plan. However, the technique used here can be replicated within other correctional systems. This is true because the plan flows from the duties to be performed and also because of the flexibility within the plan. Other jurisdictions with personnel with different demographic profiles can be accommodated. Also, differing educational systems and in-service training systems can be accommodated within the plan to provide more, or less, as the case may be, of the training resource.

CHAPTER IV
STATEWIDE TRAINING RESOURCES: AREAS OF IMMEDIATE AND POTENTIAL APPLICABILITY TO CORRECTIONS

Utilization of Total Resources

The development of a multi-faceted training and education program would involve extensive facilities and manpower for implementation. The expense to execute such a program would be prohibitive for any one agency the size of the Department of Parole, Probation or Corrections. However, with a nucleus of in-house training, reinforced by direct involvement in programs operated by various other state departments and institutions, such a training program should be both possible and feasible.

There are several resources in the State which can provide immediate training and educational programs for correctional personnel. Other resources which are not now applicable to corrections are structured in such a manner that the corrections field might be considered as a potential training area. These programs can be categorized into two groups, (I) currently applicable and, (II) potentially applicable. To these categories can be added two sub-categories - training programs and educational programs. The sources of these programs can be identified as (a) in-house, (b) state, (c) University system, and (d) other. Schematically this distinction between resources could yield a distribution such as that illustrated on the following page.

Chapter V will indicate the manner in which both training and educational programs comprise the total plan for meeting Georgia's correctional training

TYPE OF PROGRAM

APPLICABILITY OF PROGRAM	EDUCATIONAL				TRAINING			
	IN-HOUSE	STATE	UNIVERSITY SYSTEM	OTHER	IN-HOUSE	STATE	UNIVERSITY SYSTEM	OTHER
CURRENTLY APPLICABLE	None	1. Adult Education Programs 2. Voc-Tech Schools 3. Rehabilitation Counselor Training Program 4. Research in State Educational Needs	1. Conferences and institutes 2. Adult Education Programs 3. In-service Education Program 4. Degree and non-degree course programs	Consultation and lectures National Council on Crime and Delinquency and Atlanta Regional Office - Federal Bureau of Prisons	1. Corrections: one week program for custodial personnel 2. Probation: none 3. Parole: none	1. Voc-tech schools 2. Research in state training needs 3. Employment counseling 4. MDTA programs for clinical staffs	1. Institutes for Parole and Probation Officers 2. Management Institutes	Consultation and lectures National Council on Crime and Delinquency, and Atlanta Regional Office - Federal Bureau of Prisons
POTENTIALLY APPLICABLE	1. Support for: self-improvement (a) release time from work (b) salary increments (c) scholarships 2. Communications to personnel regarding the availability of programs	1. Kinescope film series 2. Adaptation of adult education reading material to corrections 3. Evening extension courses in correctional methods 4. Correctional curriculum in voc-tech schools	Continuation of above with application of specific corrections theory, course content, and techniques	Cooperative programs between corrections programs and others	1. Corrections: (a) orientation (b) joint training (c) training on each level of personnel 2. Parole: Same as above 3. Probation: Same as above	1. MDTA programs for correctional personnel 2. Application of specific correctional theory and techniques in above programs 3. State Merit Corrections Seminars	1. Institutes for correctional personnel 2. Joint institutes between the three departments 3. Comprehensive statewide training program 4. Institutes between all phases of criminal justice system	Cooperative programs between corrections programs and others

FIGURE 7: Illustrative Listing of Statewide Resources for Training: By Applicability, Type and Source

needs. The present chapter will identify the resources which might be tapped to execute the plan. Of particular concern will be those programs which are currently available to correctional personnel even though their content and orientation is not specifically related to the corrections field. Areas of potential relevance will be indicated but specific areas of program development will not be discussed at this point. A major phase of the training plan is "coordination and joint planning." The implementation of this phase will involve open dialogue between the project staff, the policy making bodies of each of the three departments, and representatives of educational and training resources in the state. This dialogue will revolve around areas of common concern in training and education with an emphasis on reciprocal participation in state programs.

An ad hoc committee could be formed to study the need for new programs for correctional personnel other than that provided by the departments and by the University of Georgia's Institute of Government. This committee would include representatives of existing education and training programs, educational specialists, correctional departments training officials, and University system personnel. The committee should be comprised of individuals on the policy-making levels so that recommendations could be readily executed or, at least, be given immediate executive consideration.

The remainder of this chapter will consist of an outline of those programs currently in existence with areas of application to corrections indicated. Completion of the table presented earlier is contingent upon the results of the ad hoc committee. However, available data will be entered at this time and additional programs will be cited as they are developed.

Vocational Education

The Vocational EducationDivision of the Georgia State Department of Education conducts a statewide program of instruction, research and evaluation. Three Associate Directors, in charge of local school programs, leadership services, and area school programs, are administratively responsible to the Division Director. The Division Director works through the office of Instructional Services whose director is directly responsible to the State Superintendent of Schools.

Although the total program of the division is extensive, its current programs have little direct applicability to corrections personnel. The emphasis is primarily on job preparation for specific categories of personnel or research in areas relating to current training programs. Therefore, the review of this division will be mainly in terms of potential applicability to the correctional field.

Area School Programs[1] - There are twenty-two area vocational technical schools which have been developed "to place the opportunity of occupational education at the post secondary and adult levels within reach of every Georgian." The curriculum of each school is designed to meet the demands of industry in the area in light of population trends, industrial growth, job potentials, and present and future job needs.

---

[1] Catalog, "Area Vocational-Technical Schools of Georgia," State Department of Education, Division of Vocational Education, Atlanta, Georgia.

There are two types of programs offered. The first is pre-employment programs designed to prepare students to enter jobs in technical, skilled, business, food, or health occupations. These programs are offered during day and evening hours and are available to both male and female students. On the day schedule, technical programs require two years of study, skilled programs, one to two years, and business education and health education, one year. When taken on the evening school schedule, the same programs require twice as much time for completion.

The second category of programs is short evening extension courses. These evening courses are designed to assist employed workers either to increase or update knowledge and skills used in present employment or to learn new skills for better employment. Extension courses most frequently offered include various specializations in the business education curriculum and skilled courses such as welding and bricklaying. Courses vary from two to twelve weeks.

The educational entrance requirements for the programs range from preference given to high school graduates in all pre-employment programs to no rigid requirements for the extension courses. The age requirements are related to minimum age - 16 for most area schools - with no maximum age being prescribed. From all indications, emphasis is placed on the young, recent high school graduate, although adults are given careful consideration.

The expense to attend the programs is minimal. No tuition is charged for state residents. The only expenses a student pays are a $15 supply fee, books, and meals. Financial aid is offered to the students in many forms including in-service loans, guaranteed loan programs, work-study programs, veteran's programs and Vocational Rehabilitation. Funds are usually sufficient to pay total expenses for area school students.

Although the present offerings are not currently related to corrections, the structure of the area schools is flexible to meet the changing vocational needs of the state. The catalog of the area vocational-technical schools has several statements which suggest this flexibility. First, in reference to the general program, "curriculum is designed to meet the demands of industry in that area---and present and future job needs." Second, in reference to the evening short extension courses, "courses...are scheduled upon need and request". These statements would indicate that, if the need for correctional training was demonstrated, correctional training techniques might be included in area school curriculum.

Local School Programs[2] - The local school programs are currently implemented on the secondary level with primary emphasis placed on such areas as agricultural education, business education, distributive education, home economics and trade and industrial education. Although first concern is with the high school student, there are some programs conducted for adults in the areas listed above.

---

[2] "Structure and Function of the Vocational Education State Staff," State Department of Education, Division of Vocational Education, Atlanta, Georgia 1967, pp. 5-12.

At the present time, these programs have little application to any corrections personnel other than the clinical and maintenance employees. The narrow range of offerings in the programs and the rigidity of the divisional structure may indicate that few, if any, new courses could be developed in other areas, such as corrections.

Leadership Services[3]- The Division of Leadership Services includes such programs as guidance, research, publications, special needs programs, and curriculum development. Although this office offers no direct training, it is responsible for directing those services which "insure that vocational programs are geared to the needs of the individual and of society." The emphasis on this division is on the evaluation of existing programs, the development of new programs, and the determination of state-wide training needs on the secondary and post secondary levels.

There is a continuing interest in the development of new training areas, as indicated by the existence of the position, Work Study and Special Needs State Supervisor. This person "develops vocational programs for individuls normally not served by regular vocational education programs by working with other vocational officials in the development and coordination of other programs on a state-wide basis and develops such other programs as needed."

A second position concerned with the identification of state needs is that of State Director of Occupational Research. The services of this office are as follows:

---

[3] Ibid., pp. 14-17.

(1) Identification of existing programs in occupational training

(2) Institution of research on these problems

(3) Stimulation of research by other agencies through a variety of avenues and procedures, and

(4) Development of a systematic program of evaluation for vocational education.

The Leadership Services Division has current application to correctional training in terms of joint planning, needs identification, and program development. Further, this division could serve as liason between correctional training personnel and the vocational education division in general.

Research Coordinating Unit[4] - The Research Coordinating Unit was established with a direct grant from the Bureau of Research, Division of Adult and Vocational Research, June 30, 1966, under the Research Section 4(c) of the Vocational Education Act of 1963.

Located at the State Department of Education in Atlanta and in the College of Education, University of Georgia in Athens, the Georgia RCU serves all levels of vocational-technical education throughout the state. The RCU has as its purpose the following:

---

[4] First, Second, Third, Fourth, and Fifth Quarterly Technical Progress Reports, Georgia Research Coordinating Unit, Division of Vocational Education, State Department of Education, Atlanta, Georgia, (June 31, 1966-October 31, 1967).

(1) Stimulating research to improve existing vocational education programs.

(2) Coordinating research activities related to vocational education.

(3) Conducting research related to vocational education programming and research and,

(4) Disseminating vocational education research information to those in the state whose interests and needs relate to vocational education.

One area of special interest is implementation of the research coordinating unit's project "Development of a Master Plan for Vocational Education in Georgia for the Next Five to Ten Years." This one-year project has as its objective the identification of occupational training needs of Georgia's citizens and the inclusion of means and procedures for implementing this master plan.

This division of vocational education is similar to its parent division, Leadership Services, in that it offers no direct training programs. However, it also has direct application to correctional training in terms of research, planning and program development.

Adult Education Program[5]

Scope of the Program - The Adult Education Program is funded under the Adult Education Act of 1966. Although the Act was approved on both the elementary and secondary levels, funds were appropriated only for the first through the eighth grades. There is a high probability that the program will be extended into the ninth through twelfth grades, but there is no assurance as to the actual date of this extension.

---

[5] Interview, January, 1968. Mrs. Catherine Kirkland, Director, Adult Education Program, State Department of Education.

Participation in the program is determined by achievement tests which are administered to identify reading levels. Even if a person has completed a grade higher than the eighth, he may enter the program if he reads on a level below the eighth.

The curriculum of the Adult Education Program is primarily confined to the basic subjects - Reading, Writing, and Arithmetic. Ninty-six programs in 127 counties are currently in operation with a total of 850 employees responsible for the execution of over 680 classes. Over 12,500 students are currently enrolled with an increase to approximately 17,000 expected in the coming academic year and 20,000 in 1969. Completion of the program is contingent upon performance on standardized examinations, with the eighth grade being the required level of achievement. Most students are enrolled for approximately 600 hours before this requirement is satisfied.

Georgia Educational Development Program - A second function of the Adult Education Program is the administration of the Georgia Educational Development Program. The GED examination is held in several testing centers in the state. A passing grade on the exam qualifies the applicant for a high school equivalency certificate. Most colleges in Georgia accept this certificate as valid completion of secondary school requirements and will give it consideration equal to traditional diplomas. Although the adult education program offers no preparatory courses for the GED, it recommends and makes available a manual which does orient the applicant to the exam.

The Adult Education Program has a well-qualified staff which gives consultation to local school systems at the system's request. Although this consultation most often relates to the specific curriculum offerings of the systems, it frequently is in the area of deficiencies that have been noted in the adults who were once in the system.

Film Series - One program currently under consideration is the development of a series of kinescope films covering the subjects offered in the existing adult program. Twelve films would be developed on each subject and on each grade level. These films would be presented on the educational television system and would be supplemented by work books and other materials. The program would be coordinated by local adult education personnel with periodic consultation sessions with participating students.

Summary - The director of the Adult Education Program has expressed interest in the needs of state correctional personnel. Although the department could not offer courses designed specifically for this group, it will use correctional materials and training literature in its reading and writing programs. This could prove effective in familiarizing correctional officers and other personnel in correctional techniques, phraseology, and theory without directly teaching these concepts.

Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation is traditionally concerned with conserving the working usefulness of physically and mentally impaired people. The objective of providing rehabilitative services is preparing the handicapped individual for employment. However, even though the emphasis is placed upon "physically and mentally impaired people," this emphasis is not the exclusive concern of the agency.[6]

Cooperative Programs - The Division has cooperative agreements with the State Department of Corrections to provide the following services to inmates: medical and psychological diagnostic service, physical restoration, work sampling, comprehensive evaluation, personal and social work adjustment, prevocational and vocational training, and job placement. A similar cooperative agreement is in effect with the Georgia Pardon and Parole Board. The Vocational Rehabilitation personnel staffing these programs require specific training and educational backgrounds. Where incomplete, these requirements are completed in specific degree and non-degree programs at the University of Georgia's Department of Education.

---

[6] "Year of Services to Disabled Georgians 1965-1966," Georgia Division of Vocational Rehabilitation, Annual Report, A. P. Jarrell, Director.

Areas of Common Objectives - The objectives of Vocational Rehabilitation personnel in the area of correctional counseling are basically those of the treatment specialist employed by the Department of Corrections and the officers in the Departments of Parole and Probation. Although the emphasis of Vocational Rehabilitation is on occupational readiness, it is also concerned with other elements of social rehabilitation. The director of Rehabilitation Counselor Training at the University of Georgia has recognized this common concern and has expressed interest in the development of cooperative training programs using the resources of Vocational Rehabilitation and the state correctional system.

The counselor training program will be discussed more fully later, but it does represent a significant, presently available resource not now utilized by correctional personnel. Vocational Rehabilitation administrators have voiced intentions to cooperate in the planning of training programs with objectives common to all personnel engaged in common activities. "The Vocational Rehabilitation administration has the authority to support training of rehabilitation specialists. Teaching grants are made available to universities for enhancing the rehabilitation content in the curricular of such related professions as rehabilitation counseling, medicine, psychology, social work, and other."[7]

---

[7] "Vocational Rehabilitation and Corrections - A Promising Partnership," Mary E. Switzer, Federal Probation, September 1967, Vol. XXXI, No. 3, p. 12.

State Department of Labor[8]

The Georgia State Department of Labor consists of three divisions. The first, the Inspection Division, is responsible for the enforcement of the Labor Laws of Georgia which cover industrial safety and sanitation, child labor, conciliation and private agencies. The second, the State Board of Workmen's compensation, holds hearings and approves compensation agreements, regulates disputed medical bills, and considers applications for advances in workmen's compensation payments and attorney's fees. The third division, the Employment Security Agency, is more directly relevant to the present report.

The Public Employment Services made 158,658 non-farm job placements in 1966, and 35,375 farm placements. New job applicants totalled 191,330. These data were below the preceding year, reflecting the tighter labor market. With a "major expansion in the scope of the Employment Service Operations," the Department's efforts to alleviate unemployment included, among others, the following programs.

Manpower Development and Training Act Programs

Under this federal act passed in 1962, two training proposals were approved in that year and were implemented in January, 1963. Cumulative figures from that time through 1966 revealed a total of 451 projects approved for 11,757 trainees at a budgeted cost of slightly over $17 million. During 1966 alone, 164 projects were approved for 4,299 trainees with a fund allocation of $5.4 million.

---

[8] Annual Report. Georgia Department of Labor, Ben T. Huiet, Commissioner of Labor, 1966.

During 1966, eligible trainees were paid over $2 million for training allowances, subsistence, and transportation, bringing the total from the beginning of the program to almost $5 million. By far, the majority of the trainees were being prepared for skilled clerical, and sales jobs. In addition to occupational training, most of the trainees are given basic education courses, such as remedial reading and simple arithmetic. The training courses are well distributed throughout the state.

Youth Opportunity Centers

Special efforts have been made to assist young people in finding employment or determining their educational or training needs. Youth centers are located in areas of large population. One was opened in Atlanta in March, 1965, and placed 3,200 unemployed youth on jobs during 1966. A similar center was opened in Savannah in June of 1966. Efforts are now being made at the centers to place each youth on a job or in a training course that will prepare him for a job.

Neighborhood Service Centers

Employment Service personnel are stationed in twelve neighborhood Service Centers in Atlanta. They are operating in parts of the city which have been identified as low income and whose residents are disadvantaged in education and employment opportunity. The Employment Service staff supplement personnel from other agencies as well as many volunteers.

Human Resources Study

One recently completed study conducted by the Department might have potential implications for correctional personnel if such a study could be replicated on a state-wide basis. According to the 1966 Annual Report of the Labor Department, "Public and Private agencies are initiating various programs to alleviate poverty and to give specialized assistance to persons with job problems. Often they have need for more specific and current knowledge of the extent and intensity of these problems." During May and June of 1966, the Department conducted a survey in Atlanta which included twelve areas designated as locations whose residents were disadvantaged with respect to income, education and training for job opportunities.

Information contained in a study such as this could serve as an effective guide to planning and implementing various activities of the Georgia Department of Labor and other public and private agencies to assist unemployed and underemployed individuals. It could result in an increase in the labor supply which is needed to fill the "growing number of job vacancies."

Summary

At the present time, no program offered by the Department of Labor directly approaches the training needs of Georgia's correctional personnel. Other than the clerical curriculum in the MDTA programs, other offerings are either limited to specific occupational training or to programs for youth. However, the Department of Labor is extremely concerned with the total needs of Georgia's occupational groups. Preliminary dialogue with several departmental administrators has documented this concern. Potential areas of application focus on two services, (1) recruitment of correctional personnel and (2) direct training programs, possibly financed under the Manpower Development Training Act. The first service could be developed with a minimum of coordination, utilizing the existing employment services structure. The second would require continuing communication between the Department of Labor and representatives of the correctional system.

State Merit System of Personnel Administration, Training Division[9]

The State Merit System in Georgia establishes personnel classification scales and employment requirements. It reviews applicants and assigns classifications based upon their qualifications, including experience, education, and, when required, scores on standardized examinations.

The Training Division of the Merit System was organized to give in-service training to state personnel. It was originally designed to instruct the general supervisor, but the scope of the program has recently broadened to include both higher and lower level personnel. An inter-departmental training committee advises the Division on training needs of the individual departments which participate in the program. The instruction offered by the division is conducted primarily by members of this committee with their instruction supplemented with lectures by practitioners in related fields in the state community.

---

[9] Interview, January, 1968. Mr. Grady L. Huddleston, State Training Coordinator, State Merit System.

Some of the programs offered on a continuing basis are "Meeting and Dealing with the Public," "Management Development Seminar," "Executive Development Seminar," "Personnel Administration," "Accident Control," and secretarial training courses. Many of these programs are conducted cooperatively with the Institute of Government of the University of Georgia. During 1966-67, the Division offered a total of ninty-eight pre-employment courses involving 3,620 trainees and 14,315 student hours. Eight hundred and sixty three in-service programs were conducted with 13,358 participants and 360,155 student hours. These programs have been in the form of orientation as well as specialized job skills.

The course content of several programs offered by the Division could be easily adapted to the correctional setting. Those relating to management, financial and personnel officers and clerical staffs would be particularly pertinent with little content revision. The Division director has expressed interest in the development of programs for correctional personnel. The flexible structure of the Division should facilitate this expansion of existing services.

University System of Georgia[10]

The university system of Georgia consists of higher learning in Georgia, including twelve senior colleges, seven junior colleges, three agricultural experiment stations, and the agricultural extension service. All units of the university system are governed by the Board of Regents of the university system of Georgia. The chief executive officer of the board is the Chancellor, who is elected by the board. The board, creation of which is authorized by the Constitution of the State of Georgia, is composed of fifteen members appointed by the Governor and confirmed by the state senate. The board formulates the policies of the system, elects all administrative and teaching personnel in institutions of the system, and allocates to various units the state appropriation for higher education.

The member colleges of the system are distributed throughout Georgia with all areas having easy access to at least one institution. The colleges range in student body size from over 16,000 at the largest to less than 400. Tuition is minimal for non-residents and free for state residents, at some institutions. In no case is tuition prohibitive for persons wishing to enroll. Fee, books, and room and board would be necessary expenses. However, all institutions have an extensive student aid structure with private, state, and federal scholarship and loan programs supplementing the resources of the school itself. Several institutions, such as Georgia Tech, have programs which enable a student to work one quarter and attend classes on alternate quarters. Many colleges have night programs and most make scheduling allowances for the student who must work.

---

[10] American Universities and Colleges, American Council on Education, Ninth Edition, 1964, Washington, D.C.

Course offerings at all colleges in the system are extensive with associate of arts degrees awarded in the junior colleges and degrees ranging from the BA and BS to the PhD in the others. Also, the University system institutions offer many non-degree, non-credit programs to both regular and special students, always on a free or low cost basis. The major requirement for participation in these programs is knowledge of their existence.

University of Georgia

The University of Georgia is the oldest chartered state university in the United States, having received its charter in 1785. It has a present enrollment in excess of 16,000 students, with a growth to 20,000 anticipated by 1970. The present teaching and research faculty is approximately 1,200.

The University has many facilities and services which could be utilized. Among these are --

The Center for Continuing Education which is unsurpassed in the nation as a site for in-house group sessions and auxiliary services

The extensive University Computer Center which ranks among the best on any campus in the world

The Institute of Government

The Center for Management Systems

The University Extension Service which includes all colleges, both four year and junior, in the University System

The Guidance Center

The Institute of Community and Area Development

Research and Development Center

Social Science Research Institute

An extensive library

The operating core of Georgia's Educational Television Station

The University of Georgia has an avowed interest in performing community services and research as evidenced by the existence of the offices of Vice President for Services and Vice President for Research. The University has an ever-expanding research capability with a number of experienced persons receiving grants-in-aid for research purposes. There is extensive joint staffing of training and research projects thus insuring a multi- and inter-disciplinary approach. The Departments of Criminology, Psychology and Political Science and the Schools of Social Work, Law and Business Administration offer significant resources for the development and implementation of training programs for the correctional field.

Georgia Center for Continuing Education[11]

Of specific relevance to the present report is the extension program and other services of the Georgia Center for Continuing Education located on the University of Georgia campus. According to an official brochure of the center, "every effort is made, every opportunity is provided, to let learning flow naturally throughout the person's life. . . . A continuing, dynamic source of self-enrichment and fulfillment after formal schooling is completed." The programs of the center rely heavily on the resources of the university and its faculty.

The principal activities of the center and the extension program can be placed in five categories: conferences, community services, off-campus centers, home study, and television. These services are not limited to University of Georgia students and personnel, but are available to the state and the region.

Conferences - During a typical one month period, the topics of conferences might range from a two-day seminar for sawmill operators to a week long executive development seminar for the American Public Welfare Association. The starting point of each conference is an informal session involving representatives of the group desiring to hold the conference and members of the center's full-time, professional conference planning staff from the division of Instructional Services. The sessions are held to determine the purpose of the conference, general subject matter to be covered, the dates, and expected attendance.

---

[11] "A Lifelong Source of Training for All," The University of Georgia Center for Continuing Education, Athens, Georgia.

Next, the coordinator assigned to this conference begins to work out the details. Specialists are scheduled, drawing from university and other sources, meals and guest rooms are arranged, recreation is planned, and the center's communications staff is consulted regarding films, slides, displays and other institutional materials.

Community Services - "Through the community program, adults in Georgia cities may benefit from such varied activities as a traveling art exhibit or a civil defense training seminar, dramatized with a stage presentation, brought in its entirety to the home town from the center."

Off Campus Centers - At off-campus centers located throughout the state, adults may study college courses either for credit toward a degree, for vocational improvement, or purely for personal enjoyment. "In cities where there is no formal center, classes will be arranged when a minimum 'cluster' of fifteen persons wish to study a subject." Subjects currently taught at off-campus centers through the University's extension program run the gamut of human interests. The subjects and schedules are geared to the local community with the courses conducted by qualified instructors assigned by the center.

In addition to the undergraduate and non-degree courses, the off-campus centers offer an extensive schedule of in-service, graduate subjects. Courses in such fields as adult education, agricultural extension, guidance and counseling and library education are conducted in centers distributed throughout the state.[12]

Home Study[13] - The home study program is conducted for those students and inquisitive adults who wish to learn outside the group patterns of classes, conferences, workshops, or discussion groups. It is concerned with individuals and their need for special scheduling and mobility. Adults may register as non-credit students for any of the courses or programs offered by the Home Study Division. "Because they are not concerned with academic objectives and therefore have no residential requirements to meet, they are invited to use the advise and referral service of home study and make special inquiry about the courses or subject matter which they wish to learn." All home study courses, though designed for credit, are also available on a non-credit basis with some variations in regulations, if necessary.

The Home Study program is open to all applicants regardless of previous academic experience. No transcripts of previous college or high school work are required. Students working toward degrees may take a maximum of one-fourth of the total requirements through home study, extension classes, University center classes, or through multiple registration in all of these. The basic fee for participation is $8.00 per quarter hour.

---

[12] "In-Service Education," Winter Schedule, 1968, University of Georgia Extension Program, Athens, Georgia.

[13] "Home Study in Georgia," Catalog, University of Georgia Center for Continuing Education, 1967-1968.

The courses offered in the program range from agricultural and business administration curricula to Psychology and Sociology. Numerous course titles are taught in all fields covered in the home study program. The instructors are highly qualified members of the faculties of the University of Georgia, Georgia College at Milledgeville, Georgia Southern College, and Valdosta State College.

Television - The University of Georgia's maximum power educational television station, WGTV, is housed in the Center with studies and equipment matching the quality of large commercial stations. Programming is planned for selective viewers who are encouraged to choose what interests them from a published weekly guide. There are how-to-do-it programs, thought provoking documentaries, internationally famous art films and programs planned for group training and discussion. The station also broadcasts instructional television programs used during the day by Georgia public schools in cooperation with the State Department of Education, which produces those programs. During the evening the Center originates adult programming for a statewide network of stations of the State Department of Education.

As an affiliate of the National Educational Television Network, the station provides films under contract to N. E. T., whose distribution lines also reach overseas audiences. Films are produced under contract to government agencies, foundations, associations, private firms, and commercial film distributors. Communications personnel and faculties are closely involved in the conduct of center conferences via audio-visual aids and in the continuing goal of developing new instructional techniques.[14]

Institute of Community and Area Development[15]

The Institute of Community and Area Development was established in 1961 to strengthen and expand services of the University to communities and areas. The Institute is active in numerous fields, including government, business, adult education, vocational training and community organization. The Institute offers its resources to communities in transition, applying the wide range of faculty specialties to a variety of problems.

The services of the Institute have been outlined as follows:

a. Research on community and area problems

b. Providing factual information

c. Studies within communities and areas

d. Help in planning overall community and area problems

e. Technical and consultative services

f. Assistance in organizing and conducting leadership seminars, and

g. Organizing and conducting forums and panel discussions and other educational meetings.

The relationship between the Institute and the Institute of Government, which will be discussed later, is close. Many programs are cooperatively conducted and several staff members are jointly staffed with the two institutes. The emphasis of both on the need for well-trained, competent personnel indicates their present and potential capacity for service in the area of correctional training.

---

[14] For illustration of a typical month's scheduling, see "Georgia Television, January Program Guide," vol. 3, no. 4, 1968.

[15] "The Service Program of the University of Georgia," The University of Georgia, Athens, 1967, pp. 13-17.

Institute of Government[16]

The Institute of Government provides services to the people of Georgia to help them achieve better government for their cities, towns, counties, and state agencies through a broad program of research, training, and field services. Many Institute faculty members hold joint appointments with the Institute of Community and Area Development, the Georgia Center for Continuing Education, and various academic departments and schools of the University.

Research - The Institute of Government conducts research on government and public administration, public law, the political process, public finance and the administration of criminal justice. The Demographic Study of Georgia's Parole, Probation and Corrections Personnel" and "A Study of the Need and Demand for Police Science Degree Programs in the Colleges of Georgia" are illustrative of surveys conducted by the Institute with pertinence to the present report.

---

[16] Ibid., pp. 17-21.

Training - Extensive research is conducted at the Institute to prepare instructional materials used in in-service training programs for governmental officials and criminal justice personnel. Inventories are also conducted for governmental units.

In-Service Training

In-service training for government officials is often offered in cooperation with the Georgia Center. Annually, both on campus and off, approximately 60 programs are conducted for more than 200 officials. On an area basis, programs for city and county finance officers, supervisory personnel, and personnel officers are held.

The Institute offers an extensive training program for law enforcement personnel in the state. Training sessions are conducted for medical examiners, alcohol and tax agents, sheriffs, police chiefs, policemen, and others at the Georgia Center. A degree program in Police Science is currently available at Georgia State College and Associate of Arts degrees are now offered at three junior colleges.

The training program for law enforcement personnel involve extensive use of modern instructional methods. The Sight-Sound Projector has been adapted to police training curriculum by the International Chiefs of Police providing invaluable teaching film strips and accompanying audio and printed lessons. These lessons are currently employed on-site in numerous police departments in Georgia. Also, in various institutes, practical problem solving situations are similated. For example, during a recent institute for alcohol and tax agents, a raid on a "still" was set up, arrests made, and a trial conducted. The agents themselves played various roles in the sessions, giving them experience in the total procedure from planning and executing the raid to final testimony in court.

The Law Enforcement Program has a major training resource in the form of the television courses available across the State. The Institute, in coordination with the Georgia Center television facilities, offers televised instruction in all phases of law enforcement. At the present time, over 3,500 officers are actively participating in the program with 143 departments represented.

The program for correctional personnel is currently limited to State Parole and Probation Officers and Supervisors. However, under funding from Title I of the Higher Education Act, the program will be extended to include personnel in the State Department of Corrections during the 1968-1970 period. The present programs include two and one-half day institutes in which topics such as job skills, deviate behavior and modern correctional theory and practice are discussed. Qualified University faculty, Institute of Government staff and practitioners conduct the Institutes which are held at the Georgia Center.

Graduate and Correspondence Courses

Correspondence courses for governmental officials are available. Graduate courses in public administration are offered by the University in areas where a minimum of twenty enroll for a 600 level course and five for an eight hundred level course.

Field Services - The primary aspect of this function having relevance to the present report comes under the heading "Consultative Assistance." The staff of the Corrections and Law Enforcement Division of the Institute represents a vital resource to the State. Included on the staff are persons having served in almost all capacities in the criminal justice system. There is a former deputy warden of the Atlanta Federal Penitentiary, a past chairman of the Federal Parole Board and of the U. S. Probation Department, a former Training Officer of the Savannah Police Department, a past supervisor of detectives, the former Director of Public Welfare in Washington, D. C., a former U. S. Treasury agent, and a former member of the federal Parole Board.

In response to requests from various community and state sources, the staff offers assistance with the planning and extension of such projects as community organization sessions regarding law enforcement, preparation of a proposal, "Study to Determine the Feasibility of a Dynamic Registry of Community Resource Information," and proposed areas of study for the Governor's Crime Commission. The staff has particular competence in the areas of training and its application to corrections and law enforcement.

Summary

The three services listed above, the Georgia Center for Continuing Education, the Institute of Community and Area Development, and the Institute of Government represent those services having most direct and immediate relevance to training and education programs for correctional personnel. However, there is a "multitude of counselors" in other schools and colleges in the University of Georgia and the other institutions composing the University System. These services are too numerous to mention at this time, but their programs are readily available and easily adaptible to Georgia's needs.

Private Colleges[17]

There is a network of high quality private institutions in Georgia providing instruction from the junior college associate of arts degree to the advanced MA and PhD degrees in the larger universities. Although these institutions have higher tuition rates than the state schools, most have extensive financial aid and work-study programs for the needy student. At several colleges, the working student is the rule and night classes and compressed scheduling are designed to meet his needs.

---

[17] See Junior Colleges in America, American Council on Education, Seventh Edition, 1964, Washington, D. C.

As was mentioned in regard to University System institutions, no area in Georgia is without access to some institution of higher learning. The private schools further extend this accessibility, placing a college education, or at least some exposure to college level work, within the geographical and financial range of most Georgians, including correctional personnel.

Other Sources

There are several sources of training support in the state in addition to those mentioned above. Although the total listing would be extensive, the resources described below are limited to three areas: the Atlanta Federal Penitentiary, the Georgia Citizens Committee of the National Council on Crime and Delinquency, and the Atlanta Regional Office of the Federal Bureau of Prisons.

The Atlanta Federal Penitentiary

The Atlanta Federal Penitentiary is staffed, for the most part, with well trained, well educated personnel. This staff has great potential as a possible source of training assistants and consultants for a comprehensive training program. Their experience should prove valuable as a pool from which a state training program could draw. Also, the program might feature joint as well as reciprocal training and planning.

The Georgia Citizens Committee of the National Council on Crime and Delinquency

The Georgia Citizens Committee of the National Council on Crime and Delinquency represents a regional office of one of the most prestigious and informed corrections-oriented agencies in the country. The Director of the Georgia office currently participates in training programs sponsored by the Institute of Government for correctional personnel. The parent organization is a major source of literature, consultation, and training and, as such, might be actively engaged in the development and implementation of a comprehensive training plan of action.

The Atlanta Regional Office of the Federal Bureau of Prisons

The Atlanta Regional Office of the Federal Bureau of Prisons was formed to "obtain and utilize the broadest range of community resources and services in support of the on-going and planned activities of the Bureau of Prisons and local and state jurisdictions consistent with the policies of the bureau and the safety of society."

This agency and its staff represent a valuable resource in the identification of supportive programs for the plan of action proposed in this report. Also, its staff members have great potential as seminar leaders and consultants once the plan is executed. Its director has already participated in several training seminars and serves on the advisory committee of the present project. All indications point to continued assistance from this source.

Summary

The list of resources outlined above is extensive. It is not, however, exhaustive. Many agencies have not yet been identified as offering services or have not been recognized as hiving potential for offering services. Ideally, these agencies will be identified in the coming months and incorporated into the design of the Plan for Action.

The resources that were mentioned represent a beginning in which an awareness between need and supply can be effected. Many services presently exist and have been in existence for a long period. The longevity of the need for the services does not require further documentation. What has been missing is the communication of the existence of the services to correctional personnel and of the existence of the need to the agencies.

It is proposed that the Plan for Action will create a mobilization of resources for educating and training correctional personnel. It is further proposed that, once the need is made known to the appropriate resources, the paucity of present programs will become apparent and the programs will be both expanded and adapted to the correctional field.

CHAPTER V
A PLAN FOR ACTION

The Approach

In March, 1967, the University of Georgia's Institute of Government applied to the Office of Law Enforcement Assistance for a planning grant. The primary objective of the planning program was stated as the conduct of "intensive studies to determine how a continuing, comprehensive training program embracing all phases of correctional work, probation, parole and institutional programs can be developed, utilizing the resources of the public colleges along with the in-house resources of the State of Georgia in coordination with the in-house resources of the correctional, parole, and probation agencies of the State." The proposal was approved and the planning period has now been concluded. The present report represents the principal results of this study.

The preceeding chapters were designed to indicate the extent of the manpower crisis in Georgia's correctional system, to describe one method of meeting this crisis, and to identify means by which the method might be implemented. A recurring theme has been the necessity for the system to assume major initiative for this implementation, including the mobilization of in-house and extra-house resources. Yet, it should be conceded that this task must involve cooperative efforts by other state agencies in its beginning phases.

Recognizing this need for extra-departmental involvement, the Institute of Government prepared a proposal for funding of a comprehensive, statewide training program for correctional personnel. This proposal was submitted to the Department of Justice Office of Law Enforcement Assistance. In the proposal, a Plan for Action was submitted based upon the salient training needs of Georgia's correctional system. The recommendations of the proposal were evolved from the structure of the system itself with full dialogue existing between departmental and project administrators. The final chapter of the present report will describe this dialogue and the Plan for Action which was partially resultant of the dialogue.

Evolution of the Plan

The planning phase of the developmental project consisted of five components - first, the demographic study; second, a review of correctional training literature; third, communications between project and departmental administrators; fourth, identification of state educational and training resources; and fifth, preparation of a systematic educational plan. Each component resulted in at least one conclusion and subsequent recommendation regarding correctional training. These conclusions and recommendations are as follows:

1. Conclusion: The low average length of service and high percentage of correctional officer personnel with less than one year service indicate the need for a continuous training program at the orientation or induction level.

   Recommendation: Training at the orientation or induction level should be incorporated into the training plan for correctional personnel.

2. Conclusion: The relatively low percentage of related experience shown by those entering the service emphasizes the

need for sensitivity training geared to acquaint personnel with those factors particularly related to the correctional process and to the offender. The fact that the correctional department makes wide use of personnel assigned by other state departments underscores this need.

Recommendation: Instruction in basic theories of human behavior should be incorporated into the training program with a specific emphasis on deviate behavior. Characteristics of the offender, social problems and their causes, and fundamental methods of rehabilitation should be included in this program.

3. Conclusion: The general educational level of personnel requires, at least initially, training geared to the high school level or below. This is further indicated by the relatively high number of personnel forty-five years of age and over.

Recommendation A: Training sessions should be conducted on the level of the participants. Educational research has verified that the lecture approach is least effective with the older, less educated trainee. Therefore, it is recommended that incidence enactment, T Group sessions, and programmed instruction might be more individualized for this group.

Recommendation B: Poorly educated personnel should be motivated to complete or continue their education in a self-improvement program.

4. **Conclusion:** The distribution of personnel throughout the state emphasizes the feasibility of training on a regional basis for all department.

Recommendation A: Training programs should be developed on regional and local bases. The "circuit rider" technique should be implemented and some training should be conducted on-site in prisons and probation and parole offices.

Recommendation B: Utilization of state training and educational resources should be encouraged. Where possible, study groups and training sessions should be developed under such programs as currently exist in the Department of Education and the University System.

5. **Conclusion:** The lack of a career ladder and current salary levels constitute serious barriers in terms of individual motivation.

Recommendation A: The correctional system and the State Merit System should develop a tangible promotional structure with more opportunities for advancement in position and salary than presently available.

Recommendation B: Salary increments, release time from work, title promotions, and partial funding for participation in training and educational programs should be incorporated into the correctional personnel structure to support the training plan.

6, Conclusion: The lack of college background for the majority of personnel in all departments, including those rendering specialized services, indicates the need for specific training in the social sciences and related fields.

Recommendatio A: More advanced theories of human behavior and interpersonal relationshipsshould be incorporated into the training plan with an emphasis on counseling techniques and deviate social functioning.

Recommendation B: Training in the social science and related fields should be conducted by qualified practitioners and college faculty or it should be included as study in a college or university setting.

Recommendation C: This training should not be too advanced so as to confuse the trainee. Again, it should be on the educational and experiential level of the participants.

7, Conclusion: The need for additional training officers within the system is urgent. Except for the Department of Corrections which has one training officer designated as such there are no such positions reflected in the organizational structures of the departments.

Recommendation: At least three training officers should be permanently employed by the Department of Corrections and at least one should be attached to the Department of Parole and Probation.

8. **Conclusion:** The success of Police Science and Training programs in the state indicates the need for further study concerning the applicability of methods used in these programs to correctional training.

Recommendation: The methods used in the Police Science programs should be incorporated into the correctional training plan to test their applicability and effectiveness in actual correctional situations.

9. **Conclusion:** While in-service training is the most urgent need, consideration should be given to the development of college level curriculum and to the training and recruitment of personnel in this expanding field.

Recommendation A: An intern program should be developed in the University System with placements in the three correctional agencies.

Recommendation B: A recruitment program should be developed using the resources of the State Department of Labor and including orientation to the correctional field in high schools and institutions of higher education in the state.

Recommendation C: Feasibility of developing a degree program in corrections should be studied.

10. **Conclusion:** Many resources for training and education exist in the state and there is indication of potential areas of application to the corrections field.

Recommendation: An ad hoc committee should be formed composed of representatives of the various resources, correctional training personnel and project staff to examine the application of current programs and the development of new programs.

11. **Conclusion:** The correctional system of Georgia lends itself to the implementation of a systematic educational plan in terms of the duties performed by its personnel, the skills required for their performance and the necessary educational foundation.

Recommendation: The training plan should incorporate these duties, skills, and educational needs into its structure through the suggested systematic educational plan.

12. **Conclusion:** Modern methods of instruction are not being substantially applied to correctional theory and techniques.

Recommendation: The training plan should incorporate full use of modern instructional methods, including "sight-sound" projections, teaching machines, T Group sessions, role playing, and others.

13. Conclusion: Advisory Committee meetings pointed to the need for additional planning for training, but also to the need for immediate action. These meetings resulted in the following official recommendations:

Recommendation A: Joint training among the three departments is immediately feasible and practicable. Regional training should be emphasized utilizing all state resources, the University of Georgia, state vocational-technical schools, the police academy, and all other appropriate state departments.

Recommendation B: Training materials should be developed incorporating basic educational content in the field of corrections specifically related to the Georgia systems. Innovative methods and approaches should be emphasized including use of visual aids, sound slides, and problem-solving techniques.

Recommendation C: A program to promote and stimulate motivation for self-improvement should be developed. Personnel should be encouraged and helped to utilize state programs designed to provide high school equivalency and college level programs for those eligible to participate. Courses in criminal justice should be promoted throughout the University system.

Recommendation D: Departments should offer scholarships and provide official leave for personnel to participate in college and university programs.

Recommendation E: The University of Georgia, Institute of Government and the departments concerned should develop and initiate an internship program to provide practical training for students interested in the field of criminology and related fields. Stipends for such internships should be a part of this program. The departments concerned expressed an interest in such a program but indicated that at this time they cannot legally provide funds for stipends.

Recommendation F: The Department of Corrections needs specialized short courses or institutes for various categories of personnel such as wardens, deputy wardens, business administrators, and training personnel. These should be developed by the University of Georgia, Institute of Government, jointly with that department.

Objectives of the Plan

Recognizing the immediate and pressing need for training in Georgia's Departments of Corrections, Parole and Probation, the Institute of Government designed a comprehensive, in-service training plan of action for all levels of corrections, parole, and probation personnel. The primary objectives of this program follow:

1. To increase job performance on all levels of personnel through training and self-improvement programs.
2. To increase sensitivity of all personnel to the individual offender and his needs.
3. To increase communications between administrators and all other personnel within each department.
4. To initiate communications between departments on various levels of personnel through joint planning and training.
5. To devise a feasible staff development plan with salary and promotional increments related to participation in training and self-improvement programs.
6. To improve personnel and general community attitudes toward rehabilitative corrections techniques.
7. To develop a training program acceptable to present corrections personnel which can be absorbed and continued by the three departments at the end of the demonstration period.
8. To evolve a training program which will combine modern educational techniques with specific correctional and behavioral science content material.

9. To encourage and initiate participation in various self-improvement programs, including high school equivalency preparation and college level courses.
10. To demonstrate the applicability and relevance of the training program to correctional systems in other states.

The Plan for Action

The plan for the development of a comprehensive training program for personnel in the Georgia correctional system consists of at least seven distinct, yet correlated phases. Each of these phases is seen as either comprising or leading to a continuing, innovative in-service training program. As presently conceived, the program would serve the now unmet specialized training needs of approximately 900 correctional system personnel. It also would be designed to orient all personnel in areas of general significance, such as human behavior, interpersonal relationships, and rehabilitation theories and methods. A third objection of the program would be the development of joint training programs across departmental lines and job classification levels.

The seven phases of the training plan are designed to result in the evolution of materials and designation of methods for the training sessions. They provide for the implementation of these sessions, for the evaluation and coordination of the program, and for the development of a self-improvement and motivational stimulus within the existing system. The training program incorporates the theoretical bases of the systematic plan of education with particular emphasis placed on the duties to be performed, the skills required for their performance, and the necessary educational foundations.

As the diagram on the following page indicates, the phases are not entirely sequential, but are to varying degrees, simultaneous. Each component is functionally interrelated with the total system and each draws from staff and extra-staff resources. The next sections give a more thorough delineation of each of these seven project phases and a description of all personnel potentially involved in their implementation.

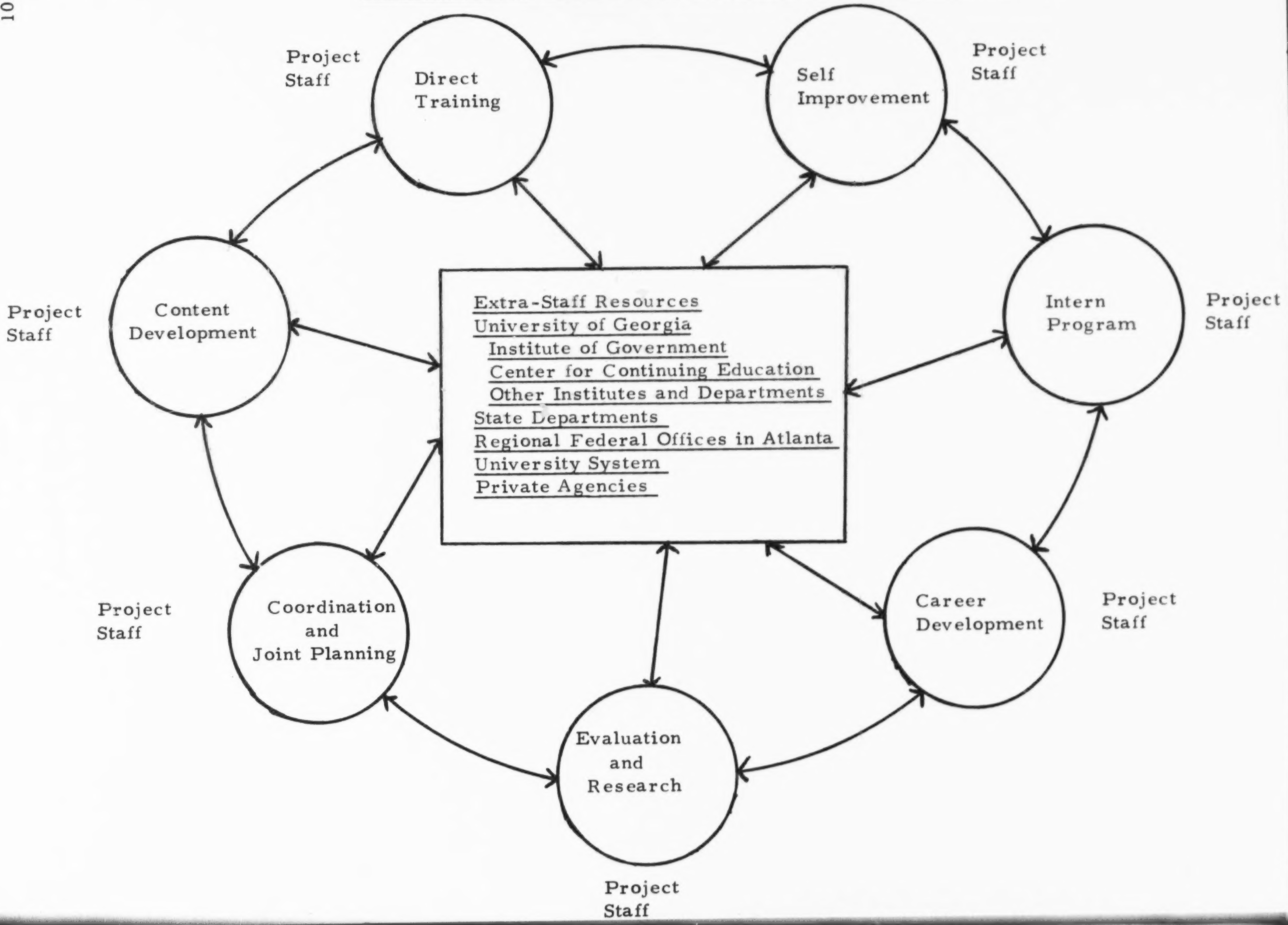
The Phases of the Plan

1. Content and Instructional Methods Development - A general review of correctional training literature and currently employed methods of instruction revealed several factors. In works which describe theoretical bases for correctional training, few, if any, vehicles for instruction are discussed. The field of education abounds with newly tested methods of instruction for poorly-motivated groups. These methods, however, have not been adapted to the corrections field to any great extent.

Although the body of knowledge regarding correctional training is limited, some excellent material has been developed. The Correctional Officer Training Guide prepared by the American Correctional Association and courses compiled by the U. S. Army for Correctional Specialists exhibit valuable content for training. However, as with most other material reviewed, there are no recommendations for instructional methods. On the other hand, in the field of law

Figure 8

PHASES OF PROGRAM IMPLEMENTATION AND COORDINATION



enforcement training, the International Association of Chiefs of Police has applied a modern teaching device, the Sight-Sound Film-Strip Projector, to appropriate law enforcement training material.

The review of correctional materials and methods of instruction assumed an integral role in the formulation of the training plan for correctional personnel. This review will be further extended into other areas with personnel training programs such as industry and medicine. The relevancy of these instructional programs to correctional training will be heavily considered.

It is the intention of this plan to bring about a coalition between theory and effective methods of instruction in an in-service training program in Georgia. It is proposed to test the feasibility of using such methods as programmed instruction, role-playing and incident enactment, open- or closed-circuit television, "sight-sound" filmstrip presentations, motion pictures, tapes, and so forth for correctional training. A major component of the overall plan is the production of innovative content material and the identification of appropriate methods of instruction for the particular classification of personnel and the specific areas of involvement of the corrections field.

2. Direct Training - The second phase of the plan is the direct training program. On the basis of existing needs, the levels of instruction can be projected as follows:

(1) Orientation to rules and regulations on entrance to service.

(2) Job skills -- training in specific procedures and routines related to job performance on specific classification levels (parole officer, warden, etc.)

(3) Management sessions related to cross-departmental categories of personnel (administrative, middle management, "other" professional). This element of the training program would involve the adaptation of existing management data to specific correctional situations as well as the development of additional resources.

(4) Joint training sessions involving a cross-section of personnel engaged in the process of criminal justice. One example of such a program would be a session including the following individuals:

a. Judges, court clerks, solicitors
b. probation and parole officers
c. correctional treatment personnel

These individuals would meet together in a joint seminar on items of common concern.

(5) "Core" content sessions across departmental and classification lines on theories significantly relevant to all personnel in the correctional system. This would include, among others, such topics as human behavior, deviate social functioning, and current rehabilitation concepts.

One question the plan is designed to test is "What types of sessions are most conducive to the development of effective training programs in the corrections field?" The major forms to be experimentalized are as follows:

(1) Centralized statewide "short courses" or institutes in which programs ranging in length from one day to one week are scheduled at a given location. These programs could be executed on any of the above levels of instruction, but would probably be least feasible for the orientation level.

(2) Regional short courses or institutes modeled in the manner as those outlined in number (1) above, but scheduled in various districts throughout the state. As in the centralized institutes, this program could be adapted to any level of instruction. However, it would be more amenable to the orientation level than the centralized program.

(3) "Circuit or itinerant" programs in which a continuous, periodic schedule of training sessions is implemented on a sub-regional basis. This program would differ from the regional institutes outlined above in that the core of the team providing the instruction would remain constant and in that the instruction would be sequential in nature.

(4) Institution or office-based programs involving on-site training sessions on and between all levels of personnel. Although the workshops would encompass all types of instruction, their most significant long-term consequence is foreseen as the development of an orientation plan for all personnel being inducted into the corrections system.

This on-site program will directly supplement the next proposed category, in-house training. The responsibility for the implementation of the in-house program will rest ultimately in the individual departments.

(5) In-house training programs: Departments of Corrections, Parole and Probation. This phase would involve the development of an ongoing training program within the departments, utilizing the resources of the department itself. The program would include all levels of personnel and could be achieved on any geographic basis. The primary emphasis of this program would be the communication of specific departmental policy, regulations, and philosophy with regard to specific job performance and the transfer of policy into practice. This program could be established on the following lines:

a). Statewide training programs

   1) by category (management, administration, etc.)

   2) by classification (wardens, guards, etc.)

b). State office personnel training programs

c). Regional training programs

   1) by category

   2) by classification

d). Institutional training programs

   1) by category

   2) by classification

3. Self-Improvement Program - The third phase of the plan is the initiation and encouragement of an emphasis on self-improvement on all levels of personnel. The primary method of developing this emphasis will be a communication program directed toward the educational and training needs of the individual employees as well as classifications of personnel.

The major categories of self-improvement programs currently available in the State are:

(1) High school equivalency examinations

(2) Home study -- correspondence courses

(3) Vocational -- technical courses

   (a) programs leading to a high school diploma

   (b) non-degree programs on a level below high school graduation

   (c) non-degree programs on a post-secondary level

(4) College courses (junior, senior, and graduate college level)

   (a) non-degree programs (extension courses, etc.)

   (b) degree oriented programs

(5) Federal-state-local training programs

   (a) Vocational Rehabilitation programs

   (b) Manpower Development Training Programs

   (c) Adult Education programs of local school systems

(6) Public information educational programs

   (a) Selective television (particularly the University of Georgia's WGTV education network) and news media coverage of the correctional field and related disciplines.

   (b) Pertinent literature which can be related easily to the individual in the corrections field.

The programs listed above currently exist and have been in existence for a number of years. The educational and training needs in Georgia's correctional system have existed concurrently since these programs have come into being. The present project proposes to create an awareness of these needs and opportunities on the part of both the correctional system and those offering the services to facilitate a greater utilization of existing resources. As stated earlier, this awareness would evolve out of a communication program jointly initiated and coordinated by departmental and project efforts.

The communication program will consist of several series of presentations centered around various participants, subject matter and instructional vehicles. At the present time, it is not known what communication methods would most effectively encourage correctional personnel to engage in a voluntary education-training program. It is proposed to examine the feasibility of several methods of communication, including the following:

(1) Programs in which the various opportunities listed above are discussed generally by representatives of each type.

(2) Programs highlighting each category individually with representatives of specific institutions or agencies.

(3) Tours of college campuses, vocational-technical schools, etc., with planned on-site programs by appropriate personnel.

(4) Programs including participants engaged in employment comparable to the various levels of corrections personnel. These individuals who will have completed educational-training programs will discuss

their experiences in the courses and their level of preparation on entrance to the program.

(5) Programs centered around *specific job-training* and levels of instruction to meet these individual needs.

(6) *Visual-aids displays* in institutions and offices centered around the preceeding topics.

The second phase of the self-improvement program is the development of new opportunities in the state. A proposal of the present project is the initiation and coordination of cooperative programs in such agencies as the State Departments of Labor and Education and the divisions of Vocational Rehabilitation and Vocational Education. In addition, junior and state colleges, both private and state-supported, and other departments or agencies which are concerned with training will be consulted as potential sources of *specialized* training in the correctional field.

Certain factors are predicted as prerequisites for the successful initiation of the self-improvement program outlined above. It is proposed to investigate the feasibility and likelihood of these factors being incorporated into the existing correctional system. Among these factors are release-time from work, scholarship or stipend payments, and short-range as well as long-range incentive programs (salary increments, promotions, etc.) on the departmental levels. This phase of the project will be discussed more fully in the following section.

4. Career Development - A cursory review of the organizational structure and administrative policy of the Departments of Parole, Probation and Corrections regarding salary and promotional increments revealed several factors pertinent to training. First, the hierarchy in all three departments is composed of a small number of classifications of personnel in which disproportionate percentages of employees are concentrated. The only area in which significant opportunities for advancement were noted is between Correctional Officer I and Correctional Officer II. However, within these two categories, the range in salary is only $612 from the bottom step of Correctional Officer I to the top step of Correctional Officer II.

One vital element of successful implementation of training in any system is the official approval of the policy-making factors within the system. This approval can best take the form of salary and promotional increments in proportion to the extent of the individual's advancement within the training program. The present plan proposes to form a working relationship between departmental administration, the State Merit System, and project administration with regard to the development of a promotional hierarchy related to training. This action requires the establishment of new positions, the addition of more step increases within existing positions, and corresponding salary increments.

5. Intern Program - The induction of qualified, highly motivated personnel is at a minimum in Georgia's correctional system. It is proposed that an intern program instituted at the University of Georgia and other colleges and universities in the State would provide a vital source of training for potential corrections personnel. As presently conceived, this program would have two direct effects and at least one additional indirect effect. As mentioned above,

it would provide a training and experiential background for interested students. The second direct effect is foreseen as providing a source of young, enthusiastic manpower to the various departments. The major indirect effect of the program is anticipated as being the avenues of recruitment for the field which would be created.

There are currently sufficient placements within the correctional system for these students. Each of the departments has endorsed the feasibility of the program and has expressed willingness to cooperate with its execution. The present plan proposes to provide direction to the initiation of the intern program and to coordinate its implementation and continuation.

6. Evaluation and Research - The education-training program which will emerge from the preceeding elements should exhibit certain characteristics to be effective. Some of these are outlined below:

(1) It must be acceptable to and endorsed by the various levels of administration.

(2) It must meet the individual and group needs of the correctional personnel.

(3) It must provide a source of continuous, cumulative in-service training.

(4) It must have internal flexibility with mechanisms provided for structural and procedural adaptation to changing needs.

(5) It must offer adequate provisions for in-house involvement on all levels of instruction.

(6) It must be designed so as to take into account the needs of the inmates, parolees and probationers and direct training toward the most efficient and innovative methods of meeting these needs.

(7) It must be developed in such a manner that it could be permanently incorporated into existing departmental structures at the end of the demonstration period.

(8) It must incorporate innovative and resourceful training methods into the program. However, these methods should not be employed simply because of their modernity. They must demonstrate applicability to the corrections field and to the specific training needs of Georgia's correctional system.

(9) It must offer tangible evidence of improved personnel performance and departmental functions both directly and indirectly related to the training program.

(10) It must be amenable to a continuous evaluation schedule and must provide for a permanent research program in the broad field of corrections and particularly in correctional training techniques and theory.

Each of these characteristics must be measured and investigated by both long and short-range evaluative techniques. The present plan proposes to develop such an evaluation program to determine the breadth of the applicability of the training programs outlined above and to examine their effectiveness in improving tangible as well as intangible conditions in Georgia's corrections system.

The ten characteristics listed above could be evaluated according to the following principal areas of investigation:

(1) Job performance on all levels of personnel

(2) Attitudes toward inmates, probationers and parolees

(3) Understanding and acceptance of rehabilitative rather than retributory corrections techniques

(4) Staff-administration communications

(5) Utilization of self-improvement opportunities

(6) Turn-over and absenteeism rates

(7) Participation in all phases of the training program

(8) Reaction to various elements of the training program as well as the over-all project

(9) Applicability and adaptability of program to correctional systems in other states.

(10) Effectiveness of course content, methods of instruction, and training devices employed

(11) Departmental philosophy with regard to training

(12) Promotional hierarchy

(13) Rehabilitation of inmates/probationers/parolees

(14) Quality of new employees, in terms of attitudes toward training, age, education level achieved, etc.

Each of the above elements would be evaluated at three crucial stages: (a) prior to implementation of the training program or in the very early stages of the project, (b) during the course of the program, and (c) at the completion of the demonstration program. A variety of evaluation techniques would be employed. Among those presently considered are standardized testing; personal interview schedules; problem solving (oral, written, and "acted-out"); personnel rating sheets; program evaluation, using such techniques as sentence completion, rank-ordering of program phases, social distance-type questionnaires, and so forth; attitude scales; objective review by correctional experts; and, surveys by project staff into those factors easily determined, such as turn-over rates and quality of new employees.

A very important component of the evaluation program will be a determination of the difference between rates of "success" in the various types of instructional settings employed.

An on-going research program is proposed as an integral element of the present plan. This research will deal with such projects as continuing review of corrections literature, surveys of training techniques having potential applicability to corrections, and the identification of additional training requirements of Georgia's correctional system personnel.

7. Coordination and Joint Planning - All of the six phases listed previously are vitally interrelated in terms of program implementation. Of necessity, open dialogue must exist between project staff, the policy-making bodies of each of the three departments, and those either directly or potentially cooperating in the program in other state departments and agencies.

It is proposed that the administration of the plan assume the role as primary coordinator of all phases of the proposed program and communications between the various cooperating agencies regarding training. The administrative staff will provide over-all direction to the program and will serve in consultative as well as managerial capacities.

Personnel

Vital to any training effort are the individuals involved on all levels of preparation, including initial planning, development of materials, legitimation of program, implementation of training program, coordination, continued planning, and subsequent evaluation. To insure coordination and integration of all elements in the present plan for action, project and state personnel must function jointly. The diagrams and description of personnel on the following pages indicate the relationship this joint functioning might assume.

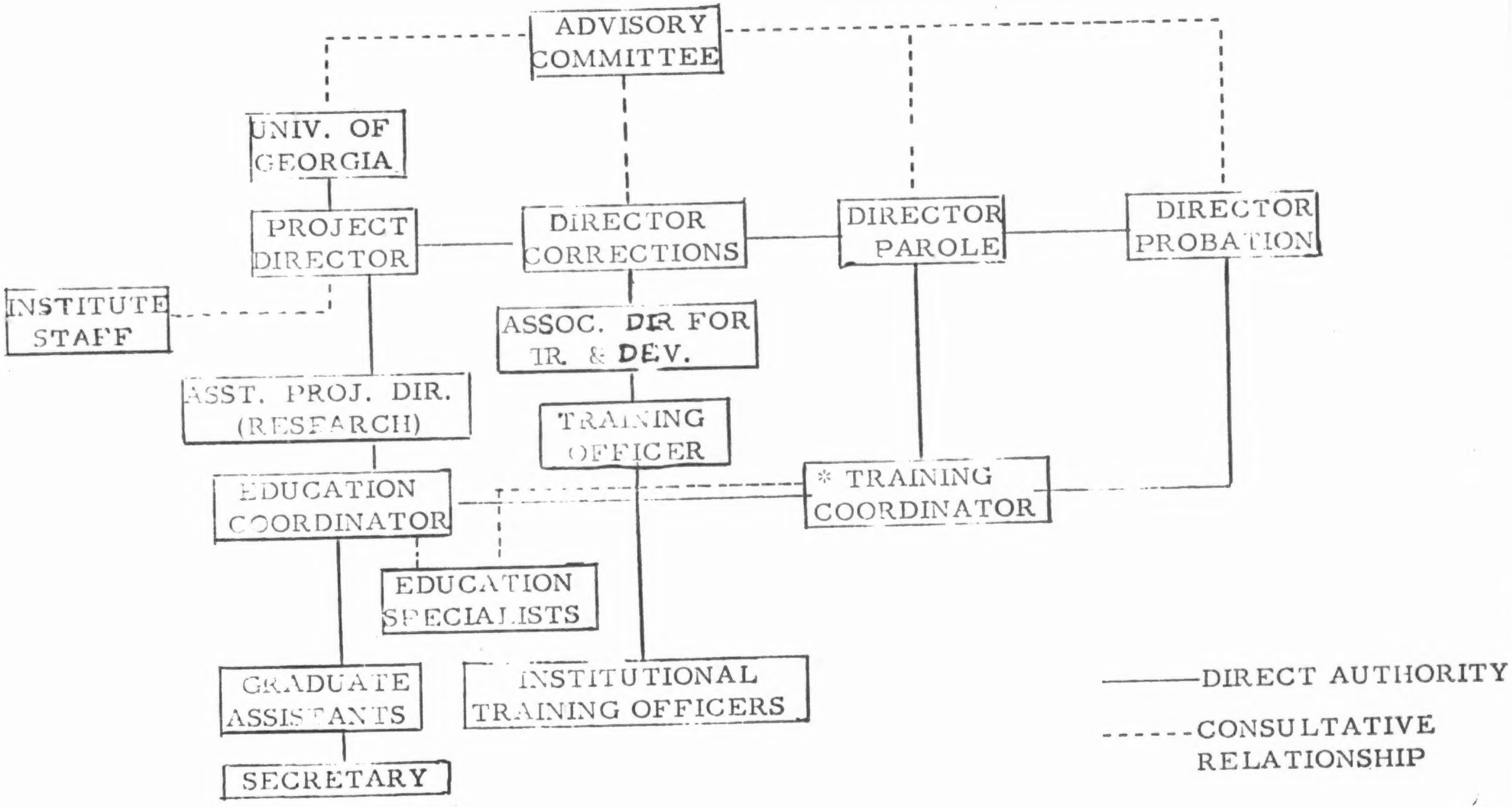
FIGURE 9
TRAINING PROJECT PERSONNEL*

	50%	50%	100%	100%		100%	
	Project Director	Asst. Proj. Director	Educational Coordinator	Training Coordinator	Education Specialists (Consultants)	Training Officers (3)	Graduate Assistants
A) Direct Training	X	X			X		X
Workshops (General)			X	X			
Workshops (Specialized)			X	X			
In-House (Corrections)						X	
In-House (Parole-Probation)				X			
B) Self-Improvement	X	X	X	X		X	X
C) Intern Program	X	X	X	X		X	X
D) Career Development	X	X			X		
E) Evaluation and Research	X	X		X	X		X
F) Coordination and Joint Planning	X	X					
G) Content and Instructional Methods Development	X	X	X	X	X	X	X

*Various staff members of the University of Georgia Institute of Government, other than the Project Director and the Assistant Project Director of the proposed program, will contribute time to all phases of the program.

A full-time secretary will be employed for the project staff.

FIGURE 10
ORGANIZATIONAL CHART
PROJECT-DEPARTMENTAL RELATIONSHIP



* TO BE PROVIDED BY THE STATE

A. Project Director and Assistant Project Director

The Project Director would be directly responsible for the administration of the plan, and along with the Assistant Project Director would provide the over-all coordination of each project phase. The Project Director would be specifically responsible for the "Career Development" phase. The Assistant Project Director would directly assist all project personnel in the several phases of the program and would be primarily responsible for the design and execution of a continuous research and evaluation program.

B. Training Coordinator - Education Coordinator

The development of two full-time positions is proposed for the project staff. Recognizing the necessity of liaison between the project and each of the three departments, the first, the Training Coordinator, would be jointly attached to the Departments of Parole, Probation and Corrections in Atlanta, Georgia. The primary responsibilities of this person would be in the areas of direct training (specifically, in-house training for probation and parole), self-improvement program, intern program, and content development. He would be employed by the three departments with the project director recommending requirements. Ideally, these requirements would include experience in the training field and at least a B.A. This position is foreseen as functioning to fill communication gaps between project objectives and departmental implementation.

The second position, Education Coordinator, would function almost identically as the Training Coordinator. The person filling this position would be staffed in the Institute of Government office in Athens, Georgia. Although he would be involved in all levels of the training program, his background should reflect experience and/or training in the education field.

Thus, each of the positions complements the other -- one filled by an education specialist and the other by a training specialist with one staffed in Atlanta and the other in the project office at the University of Georgia.

C. Research and Evaluation Staff

A research coordinator is a basic component of the project. In addition, members of the University faculty staff of the Center for Continuing Education and the staff of the Institute of Government would be used extensively.

D. Educational Specialists

The use of consultants in the field of educational theory and training methods is proposed. These consultants would provide vital direction to the development of course content and would offer much in the way of practical means of executing the presently proposed plan.

The consultants would be drawn from the faculties of institutions of higher learning, from agencies and state departments engaged in related activities, and from educational research institutes. In the selection of the consultants, the primary emphasis will be on a combination of theoretical and practical application, a cross-representation of various educational philosophies, and an ability to relate the abstract to the specific training needs of the Georgia correctional system.

E. Institutional Training Officers

Three positions are proposed to serve the specialized training needs of correctional institution personnel. The persons filling these positions would be directly concerned with the "in-house" training program outlined elsewhere.

They would work closely with the present Corrections Department training officer as well as with the project Training Coordinator.

These persons are seen as an important additional liaison between the corrections personnel (especially Correctional Officer I and Correctional Officer II) and the project and departmental administration. In addition to direct training duties, they would assist the Research Associate with the collection of pertinent data in the evaluation project.

The requirements for these positions are presently proposed as high school graduation and extensive experience in training and/or correctional work.

F. Graduate Assistants

The project proposes wide use of the many highly competent graduate students at the University of Georgia and other institutions in the state. These students will assist project personnel on all levels of each phase of the project.

G. Secretary

The project proposes the employment of a full-time secretary to meet the anticipated heavy clerical load involved with the implementation of the program.

As has been indicated, the project personnel will draw heavily from extra-staff resources. Primary sources of support will be Institute of Government staff, Advisory and *ad hoc* Committee members, and other consultants.

Conclusion

The plan as proposed presents a sequential, vocationally oriented approach designed to accommodate adaptation to primary needs. Sporadic sessions designed to meet the needs of the moment are occasionally necessary. However, it is contended that their effect is minimal unless related to an overall training design.

The various phases of the plan require simultaneous, coordinated action. Completion of one phase is not dependent upon the completion of other phases. Also, a wide range of experimentation in training techniques is possible without violating the basic body of skills and knowledge required.

Implementation of the plan requires ingenuity, preservance, firm support and administrative direction and full utilization of all resources. Its success is dependent upon a concentrated attack on all fronts.

ERIC Clearinghouse
NOV 4 1968
on Adult Education